DOCUMENT RESUME

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ABSTRACT

The Integrated Studies of Educational Technology (ISET) covers the perspectives of state, districts, schools, and teachers on educational technology in the nation's schools. ISET includes surveys of all state technology coordinators; a stratified, national probability sample of public school districts; a probability sample of schools nested within the selected district sample; and a probability sample of teachers nested within the school sample. This sampling design allows for the analysis of interrelationships of policies and programs at all levels of the educational system. This document presents the survey forms, followed by a section on "Budget & Legislation Headlines." The first survey is the WWW Survey of State Technology Coordinators. Sections in this survey include: (1) Statewide Infrastructure and Support; (2) Standards, Assessments and Integration of Technology; (3) Technology Resources; (4) Evaluation of Educational Technology Initiatives; and (5) comments on the survey. The next survey is the WWW Survey of District Technology Coordinators. Sections include: (1) The Role of Technology in the District: Technology Planning; (2) The Role of Technology in the District: TLCF Funding; (3) Technology Resources: Use of Funds for Educational Technology; (4) Technology and Instruction: Professional Development and Technical Support; (5) Technology and Instruction: Equipment Availability and Use; (6) Technology and Instruction: Use of Software and Online Resources in the Curriculum; (7) Technology and Instruction: Connectivity to Networks and the Internet; (8) Evaluation of Technology Initiatives; and (9) Respondent Background and Final Thoughts. Next is the Survey of Directors of Technology Fiscal Survey, Information on Expenditures, and Sources of Funds for Educational Technology. The WWW E-Rate Survey is next, followed by the WWW School Survey. Sections in the School Survey include: (1) School Background Information; (2) Educational Technology Planning; (3) Resources for Educational Technology; (4) Equipment Availability and Use; (5) Connectivity to Networks and the Internet; (6) Technical Support for Educational Technology; (7) Technology and the Learning Environment; (8) Teachers and Professional Development; and (9) Respondent Background and Final Thoughts. The Teacher Survey is the final survey included. (AEF)

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The Integrated Studies of Educational Technology (ISET)

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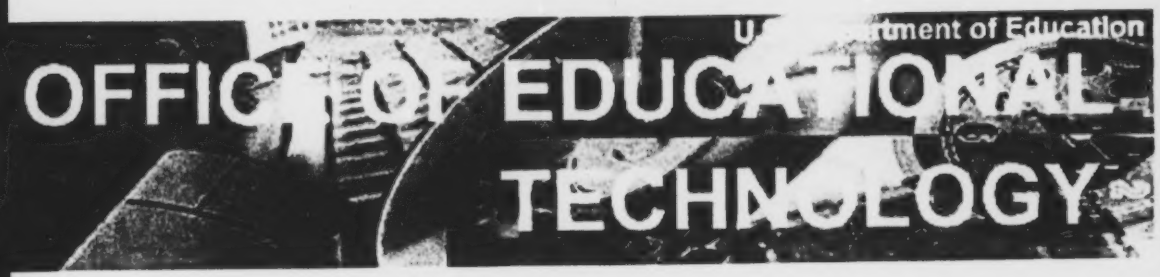


U.S. Department of Education - Planning and Evaluation Service

The Integrated Studies of Educational Technology (ISET)

View Surveys Complete Surveys

Collectively referred to as ISET, the Integrated Studies of Educational Technology include:

- TLCF Supplemental Study
- Formative Evaluation of the E-Rate Program
- Professional Development for the 21st Century Classroom Study

These three linked studies cover the perspectives of states, districts, schools and teachers on educational technology in the nation's schools.

The ISET studies have been designed to fill specific gaps in knowledge about educational technology and our schools. For example, policymakers do not have adequate answers to questions such as:

- What is the current state of the financial and technical support for the implementation of educational technology, including the influence of the Technology Literacy Challenge Fund (TLCF) and the E-Rate programs?
- Which districts and schools have benefited from the TLCF and E-Rate programs, and what is the role of these programs in supporting effective use of educational technology for improved teaching and learning?
- What is the current state of practice of professional development in educational technology? Under what circumstances does professional development in the instructional use of technology result in changes in teaching and learning?

ISET includes surveys of all state technology coordinators; a stratified, national probability sample of public school districts; a probability sample of schools nested within the selected district sample; and a probability sample of teachers nested within the school sample. This sampling design allows for the analysis of interrelationships of policies and programs at all levels of the education system. The ISET strategy of linking surveys from multiple contractors

is designed to enhance the evaluations of the TLCF, the E-Rate, and teacher professional development while reducing the burden on state, district and school staff. ISET surveys supplement analyses of existing program data, reviews of technology plans, and case studies.

ISET will enable the U.S. Department of Education to provide policymakers and program managers with the information needed to inform future decision-making about federal investments in educational technology. Significantly, the equity issues that technology is raising in today's society add to the importance of the information that will be gained through this study.

COMPONENTS OF ISET

Technology Literacy Challenge Fund (TLCF) Supplemental Study

Back to top

ISET includes a program evaluation of the federal Technology Literacy Challenge Fund (TLCF). AIR is conducting this evaluation. Known as the Supplemental Study of the TLCF because it supplements an earlier formative evaluation of the TLCF that looked at program implementation in five states, the evaluation seeks to answer the following questions:

- What is the status of state and district planning and leadership with respect to educational technology and what is the role of TLCF in these areas? What types of activities have TLCF funds supported?
- How are states and districts initiating and supporting the use and evaluation of educational technology?
- How is educational technology used and supported in schools and classrooms? How does use differ by local characteristics?

The primary sources of data for the TLCF program evaluation are:

- WWW surveys of state and district technology coordinators and district directors of fiscal services
- Data from other ISET surveys
- TLCF State Performance Reports

For more information about the Study of the TLCF, contact: Roy Pearson

Back to top

Formative Evaluation of the E-Rate Program

Back to top

The Formative Evaluation of the E-Rate Program, being conducted by The Urban Institute, is designed to answer two broad research questions:

- To what extent does the E-Rate program equalize access to educational technology?
- What is the role of E-Rate in the broader context of student learning?

In addition to the ISET surveys, the E-Rate study has two other primary components which are:

- An analysis of a sample of local technology plans to help determine the role of the E-Rate in districts' overall educational technology planning
- An analysis of E-Rate administrative records covering the first two years of program operation.

View the report E-Rate and the Digital Divide: A Preliminary Analysis From the Integrated Studies of Educational Technology.

For more information about the E-Rate evaluation, contact: Mike Puma.

Back to top

Professional Development Back to top

The teacher professional development study is being conducted by SRI International. It is designed to answer four broad research questions:

- What are effective practices in professional development for the effective use of educational technology in schools and classrooms?
- What contextual factors (e.g., strategies, resources, leadership, evaluation) contribute to effective professional development in educational technology?
- Under what circumstances does professional development in the instructional use of technology result in changes in teaching and learning?
- What is the current state of practice of professional development in educational technology, including the influence of the Technology Literacy Challenge Fund on professional development practices?

The professional development study will use data gathered from a national survey of teachers and all other surveys in the ISET. The professional development study will also include nine in-depth case studies of effective practice for professional development in the use of technology.

For more information about the professional development study, contact: Nancy Adelman.

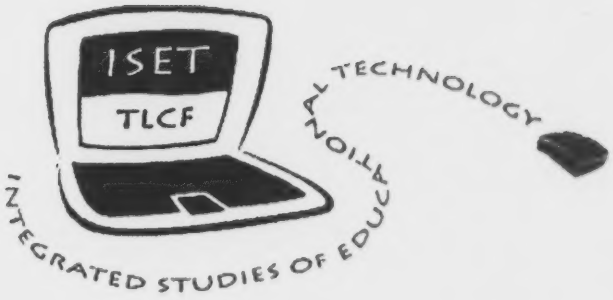
View Surveys

- State Technology Coordinators
  [PDF] [Word]
- District Technology Coordinators
  [PDF] [Word]
- District Fiscal Survey
  [PDF] [Word]
- E-Rate Coordinator
  [PDF] [Word]
- School Principals
  [PDF] [Word]
- Classroom Teachers
  [PDF] [Word]

Complete Surveys

Back to top

This page last modified April 30, 2001(bay).



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW SURVEY OF STATE TECHNOLOGY COORDINATORS

FALL 2000

PLEASE NOTE:
THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS. BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE VERSION WILL *LOOK DIFFERENT* FROM THIS HARD COPY OF THE STATE SURVEY, BUT WILL HAVE THE SAME CONTENT.

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A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0179 | Approval Expires 06/30/2001

SECTION I. STATE-WIDE INFRASTRUCTURE AND SUPPORT

This section has to do with support for technology that is provided by the State. We are particularly interested in Statewide networks, regional technology centers and technical support. Please tell us about the support structures related to educational technology that your State has implemented.

1. Does the State Department of Education or other State agency provide a Statewide electronic network linking districts in the State?[1]

- O No
- O A Statewide electronic network is currently being constructed.
- O Yes. If so, please estimate the following numbers:

What do you estimate to be the number of:	NONE (0%)	SOME (1-25%)	A MODERATE NUMBER (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
...districts connected to the network	O	O	O	O	O
...schools connected to the network	O	O	O	O	O

2. Is this network shared with any of the following entities?

Is the network shared with:	YES	NO
...the higher education community?	O	O
...museums?	O	O
...public libraries?	O	O
...other government agencies?	O	O
...telecommunication industries?	O	O
...other commercial/private enterprises?	O	O
Other. Please specify:	O	O

3. Does the network provide districts and/or schools with high-speed connections (i.e., 1.5M/T1/DS1 or higher) to the Internet?

- O No
- O Yes. If so, please estimate the percentage of districts and schools that have these high-speed connections:

	NONE (0%)	SOME (1-25%)	A MODERATE NUMBER (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
Districts	O	O	O	O	O
All Schools	O	O	O	O	O
Elementary schools	O	O	O	O	O
Middle/junior high schools	O	O	O	O	O
High schools	O	O	O	O	O

[1] If the answer to Q1 is "No" the respondent will be automatically taken to Q5, and not asked Q2-4.

4. Does this network provide districts and/or schools with discounted connections to the Internet?

- O No
- O Yes. If so, please estimate the percentage of districts and schools that are taking advantage of these discounted connections:

	NONE (0%)	SOME (1-25%)	A MODERATE NUMBER (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
Districts	O	O	O	O	O
All Schools	O	O	O	O	O
Elementary schools	O	O	O	O	O
Middle/junior high schools	O	O	O	O	O
High schools	O	O	O	O	O

5. Does the State Department of Education or other State agency contribute to make distance learning technology available to districts (e.g., pay for or subsidize installation or ongoing costs)?

Type of distance learning technology	Funding for this supported by State?		If yes, please estimate the percentage of districts that receive this form of distance learning technology:
	YES	NO	
Two-way audio and video	O	O	%
Two-way audio, one-way video	O	O	%
One-way live video	O	O	%
One-way pre-recorded video	O	O	%
Two-way audio	O	O	%
One-way audio	O	O	%
Two-way online (Web-based)	O	O	%
Other. Please specify:	O	O	%

6. Has the State implemented any of the following programs or guidelines related to educational technology?

State program or guideline:	YES	NO
A State-wide program that provides administrative or data systems to school districts (e.g., fiscal databases, student assessment results)	O	O
A consortium purchasing program (group buys) for hardware	O	O
A consortium purchasing program (group buys) for software	O	O
A consortium purchasing program (group buys) for online services, other than E-Rate	O	O
Guidelines for technology-related facility design features for new school buildings O These guidelines are mandatory O These guidelines are suggested	O	O
Guidelines for technology-related facility design features for existing school buildings O These guidelines are mandatory O These guidelines are suggested	O	O
Technology-related standards for district accreditation	O	O

State program or guideline:	YES	NO
Technology-related standards for school accreditation	O	O
Guidelines for equipment (e.g., CPU speed, minimum RAM/ROM configurations)	O	O
Guidelines for software (e.g., type of content; frequency of updates)	O	O
Guidelines for connectivity (e.g., speed, type, or number of connections to the Internet)	O	O
Districts required to have technology plans	O	O
Other. Please specify:	O	O

7. Does your State have a formal, long-term plan for general professional development of teachers (either stand-alone or integrated into another document)?

- O Yes
- O No
- O Don't know

8. To what extent does it specifically address professional development related to technology? Please select one:[2]

- O Not at all discussed
- O Discussed briefly
- O Discussed in some detail
- O Discussed in great detail
- O Don't know

9. Is there a Statewide initiative related to teacher professional development in educational technology? If so, please describe the initiative briefly (2-3 sentences). Please provide the name of a contact person and/or a URL if the document is available online.

_____

_____

_____

_____

[2] Q8 will be asked only if the answer to Q7 was "Yes." If the answer to Q7 was "No" or "Don't Know" the respondent will be automatically taken to Q9.

10. Please tell us about what your State is doing to increase teachers' ability to make effective use of educational technology. If you are using a particular method, please indicate how much of a factor it is in the State's efforts to provide professional development specific to technology during the past year (July 1999 – June 2000):

Method used in the state for increasing teachers' ability to effectively use educational technology:	WAS THIS TYPE OF METHOD USED?			IF USED, HOW MUCH OF A FACTOR IS THIS METHOD IN YOUR STATE'S EFFORTS TO PROVIDE TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT?		
	YES	NO	DON'T KNOW	NOT A FACTOR	MINOR FACTOR	MAJOR FACTOR
Partnering with institutions of higher education	O	O	O	O	O	O
Partnering with a business or group of businesses	O	O	O	O	O	O
Partnering with an organization that provides volunteer trainers	O	O	O	O	O	O
Contracting with a software vendor or other for-profit company that provides professional development in the use of technology in instruction. Please specify vendor_____	O	O	O	O	O	O
Supporting opportunities for teachers to collaborate with peers, share lesson plans and information related to educational technology via the Internet or other telecommunications.	O	O	O	O	O	O
Supporting opportunities for teachers to participate in courses about the use of technology via the Internet, video conferencing, or other form of distance learning strategy	O	O	O	O	O	O
Sending teachers or technology leaders to technology-related training with the expectation that they will return to their schools and train other teachers ("train the trainer" approach)	O	O	O	O	O	O
Supporting teachers or teacher teams in developing new curriculum units that incorporate technology	O	O	O	O	O	O
Supporting teacher study groups that meet regularly to work on using educational technology	O	O	O	O	O	O
Training students to serve as technology trainers for teachers	O	O	O	O	O	O
Supporting teacher attendance at workshops, conferences or summer institutes	O	O	O	O	O	O
Providing courses at teacher resource centers	O	O	O	O	O	O
Sending teachers and students together to workshops or summer institutes	O	O	O	O	O	O
Other. Please specify_____ _____	O	O	O	O	O	O

11. Please consider the different types of technology-related professional development provided or paid for by the State during the 1999-2000 school year. To what extent would you say the majority of those activities had the following characteristics?

Was the technology-related professional development provided by the State:	To what extent was this characteristic present?		
	Not at All	Somewhat	A Great Deal
... directly related to the content teachers teach	O	O	O
...appropriate to teachers' varying levels of knowledge, skills and interests	O	O	O
...reflective of the best available research and practice in teaching, learning, and leadership	O	O	O
...given over a substantial amount of time	O	O	O
...delivered over multiple sessions, not a one-time experience	O	O	O
...followed by planning time during the workday to implement new practices in the classroom	O	O	O
...driven by a long-term plan, consistent with the goals for technology use in your State	O	O	O
...inclusive to other members of the school community	O	O	O
...accessible during school hours (i.e., substitutes were provided so teachers could attend professional development courses)	O	O	O
...accessible during evening/weekend hours	O	O	O
...planned or delivered with input from teachers in your State	O	O	O
...an opportunity for teachers to meaningfully engage with colleagues and materials	O	O	O
...effective in increasing teachers' ability to appropriately use educational technology in teaching	O	O	O

12. Please consider the different types of technology-related professional development provided or paid for by the State during the 1999-2000 school year. What topics were covered?

Covered in professional development:	YES	NO	DON'T KNOW
Basic computer skills	O	O	O
Use of various software application packages (e.g., Power Point, spreadsheets, PhotoShop, etc.)	O	O	O
How to integrate technology into the curriculum	O	O	O
Effective/ethical use of the WWW	O	O	O
Creating activities using technology and the WWW	O	O	O
How to take advantage of distance learning opportunities	O	O	O
How to use technology to help students improve basic academic skills	O	O	O
New ways to assess student work using technology	O	O	O
Using software or technology activities that have already been developed	O	O	O
Seeing demonstrations of technology-incorporated classroom activities	O	O	O
Learning about technology activities that require only 1 computer per classroom	O	O	O
How to manage classroom activities that integrate technology	O	O	O
How to select good software	O	O	O
How to write grant applications for more technology resources	O	O	O
Other. Please specify:	O	O	O

13. Does the State Department of Education or other State agency (e.g., regional assistance centers, BOCES) provide to districts any of the following types of assistance?

Type of assistance provided by the State	YES	NO
Assistance in developing technology plans	O	O
Professional development in technology use (e.g., using software, developing computer use skills; integrating technology into the curriculum)		
...for district technology coordinators	O	O
...for school technology coordinators	O	O
...for teachers	O	O
...for other district-level staff	O	O
...for other school-level staff	O	O
Technical training program (e.g., network maintenance, computer repair, etc.)		
...for district technology coordinators	O	O
...for school technology coordinators	O	O
...for teachers	O	O
...other district-level staff	O	O
...other school-level staff	O	O
State technology specialist(s) who:		
...visit districts	O	O
...provide advice and help only from a distance (e.g., via email or telephone)	O	O
Other type of technology advisers (e.g., from the local higher education community) who:		
...visit districts	O	O
...provide advice and help only from a distance (e.g., via email or telephone)	O	O
State regional technology centers	O	O
Regional technology centers exist but are not supported through funding or services by the State education department or other State agency.	O	O
Other. Please specify:	O	O

14. Generally speaking, how much of the technical support for educational technology received by districts in your State is provided by each of the following entities?

Source of technical support received by districts:	NONE (0%)	SOME (1-25%)	A MODERATE AMOUNT (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
Your State agency	O	O	O	O	O
Regional technology centers	O	O	O	O	O
Districts themselves	O	O	O	O	O
Institutions of higher education	O	O	O	O	O
Community agencies	O	O	O	O	O
Partnerships with businesses	O	O	O	O	O
Vendors	O	O	O	O	O
Other. Please specify:	O	O	O	O	O

SECTION II: STANDARDS, ASSESSMENTS AND INTEGRATION OF TECHNOLOGY

This section asks about how technology is being integrated into teacher education, student assessments and curriculum standards. Please tell us about how your State has incorporated technology into its standards and assessments.

1. Does your State have technology standards for students (e.g., standards regarding proficiencies, uses of technology)? If so, how were they developed?[3]

Our State does not have technology standards for students	○

If the State has technology standards for students, how were they developed?	ELEMENTARY SCHOOL		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
We adopted the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards: Please specify which organizations or entities: _____ _____ _____	○	○	○	○	○	○
We developed our own technology standards, which were adapted from various sources. Please specify whose standards were adapted or used as models for your State's purposes: _____ _____ _____	○	○	○	○	○	○
Other. Please specify: _____ _____ _____	○	○	○	○	○	○

2. Are standards for technology integrated into subject areas or are they stand-alone?[4]

- ○ Standards for technology are integrated
- ○ Standards for technology are stand-alone

[3] If the State does not have technology standards for students, the Web-based version will bring the respondent to Q11 automatically.

[4] If the response to Q2 is "stand-alone" the respondent will be brought to Q5 automatically, and not be presented with Q3-4.

3. What methods has the State used to integrate technology into standards for learning school subjects?

Method of integrating technology into standards for learning	ELEMENTARY SCHOOL		MIDDLE/ JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
Inclusion of technology standards in core subject areas	O	O	O	O	O	O
Inclusion of technology standards in non-core subject areas	O	O	O	O	O	O
Inclusion of technology standards in vocational education			O	O	O	O
Other. Please specify:	O	O	O	O	O	O

4. At which grade levels and subject areas are State technology standards for students included?

	ELEMENTARY SCHOOL		MIDDLE/ JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
Language Arts	O	O	O	O	O	O
Mathematics	O	O	O	O	O	O
Science	O	O	O	O	O	O
Social Studies	O	O	O	O	O	O
Non-core subject areas If yes, which subjects?	O	O	O	O	O	O
Vocational education			O	O	O	O
Other. Please specify subject(s) :	O	O	O	O	O	O

5. Please describe which, if any of the following standards for technology your State has set for students at different grade levels:

	AT WHICH GRADE LEVELS HAVE TECHNOLOGY STANDARDS BEEN SET?			
	NO SUCH STANDARD EXISTS	ELEMENTARY SCHOOL	MIDDLE/ JUNIOR HIGH SCHOOL	HIGH SCHOOL
Basic operations and concepts E.g., Students demonstrate a sound understanding of the nature and operation of technology systems; Students are proficient in the use of technology	O	O	O	O
Social, ethical and human issues E.g., Students understand the ethical, cultural and societal issues related to technology; Students practice responsible use of technology systems, information and software	O	O	O	O
Technology productivity tools E.g., Students use technology tools to enhance learning, increase productivity and promote creativity; Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative works	O	O	O	O

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	AT WHICH GRADE LEVELS HAVE TECHNOLOGY STANDARDS BEEN SET?			
	NO SUCH STANDARD EXISTS	ELEMENTARY SCHOOL	MIDDLE/ JUNIOR HIGH SCHOOL	HIGH SCHOOL
Technology communications tools E.g., Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences; Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences	O	O	O	O
Technology research tools E.g., Students use technology to locate, evaluate and collect information from a variety of sources; Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks	O	O	O	O
Technology problem-solving and decision-making tools E.g., Students use technology resources for solving problems and making informed decisions; Students employ technology in the development of strategies for solving problems in the real world	O	O	O	O
Other. Please specify what:	O	O	O	O

6. Does the State assess student progress in meeting technology standards? If so, how are assessments conducted?

The State does not assess student progress in meeting technology standards.	O

Method of assessment	ELEMENTARY SCHOOL		MIDDLE SCHOOL		HIGH SCHOOL		
	YES	NO	YES	NO	YES, but not a State graduation requirement	YES, and a State graduation requirement	NO
Assessment methods are developed/decided upon locally	O	O	O	O	O	O	O
State technology assessment: stand-alone paper-and-pencil test	O	O	O	O	O	O	O
State technology assessment: stand-alone computerized test	O	O	O	O	O	O	O
Technology items or sections within State assessments in core academic subject areas	O	O	O	O	O	O	O
Technology items or sections within State assessments in non-core academic subject areas	O	O	O	O	O	O	O
Requiring the completion of a course in technology	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O

7. What changes related to educational technology have been made (or are planned to be made) to State student assessments in educational technology?

Technology-related change:	No change made or planned	Change made in the past three years	Don't Know
Created a new assessment designed to assess student technology proficiency	O	O	O
Modified grade levels at which technology assessments are done	O	O	O
Other. Please specify:	O	O	O

8. Have the results of student assessments of progress in educational technology been reported? If so, who received the information? How was the information reported?

Results of student assessments in educational technology have not been reported	O

	YES	NO	DON'T KNOW
Who received the information:			
Legislators	O	O	O
Districts	O	O	O
Schools	O	O	O
Parents	O	O	O
Media	O	O	O
Other. Please specify:	O	O	O
How information was reported:			
Meetings	O	O	O
Newsletters	O	O	O
Published report (e.g., technical report)	O	O	O
Web site	O	O	O
Press release	O	O	O
Other. Please specify:	O	O	O
Is the report available electronically? If so, please list the URL where it may be accessed:	O	O	O

9. Have your State's technology standards for students changed since October 1, 1996? If so, how?[5]

Technology standards for students have not changed	○

Change in State technology standards for students:	YES	NO
Established stand-alone technology standards	○	○
Established technology standards integrated in:		
...core subject areas	○	○
...non-core subject areas	○	○
...vocational education	○	○
Moved from stand-alone technology standards to technology standards integrated into:		
...core subject areas	○	○
...non-core subject areas	○	○
...vocational education	○	○
Moved from technology standards integrated into core academic subjects to stand-alone technology standards	○	○
Modified the grade levels for which standards are set	○	○
Modified the content of existing standards	○	○
Other. Please specify:	○	○

10. If technology standards for students have changed, please indicate why:

State technology standards for students changed:	YES	NO
...as part of a State educational reform initiative	○	○
...because of (a change in) the State technology plan	○	○
...because change is planned on a schedule	○	○
...because of the results of evaluations	○	○
...to match (new) State content standards	○	○
...to match new State assessments more closely	○	○
...because the technology changed	○	○
...because of legislation	○	○
...because of feedback from the public (e.g., parents)	○	○
...because of feedback from educators	○	○
Other. Please specify:	○	○

[5] If State technology standards for students have not been changed, the Web-based version will omit Q10 and bring the respondent to Q11 automatically.

11. What changes related to educational technology have been made (or are planned to be made) to State student assessments in core subject areas?

Technology-related change:	No change made or planned	Change made in the past three years	Don't Know
Created a new assessment designed to assess student technology proficiency	O	O	O
Modified grade levels at which technology assessments are done	O	O	O
On existing State assessments in core subject areas:			
...added new items within subject areas that require the use of technology (e.g., use of graphing calculators)	O	O	O
...added new items within subject areas that assess technological proficiency/knowledge	O	O	O
...offered test via computer in addition to/instead of paper and pencil version	O	O	O
On existing State assessments in non-core subject areas:			
...added new items within subject areas that require the use of technology (e.g., use of graphing calculators)	O	O	O
...added new items within subject areas that assess technological proficiency/knowledge	O	O	O
...offered test via computer in addition to/instead of paper and pencil version	O	O	O
Other. Please specify:	O	O	O

12. Does your State have technology standards for teachers (e.g., standards regarding proficiencies, uses of technology)? If so, how were they developed?[6]

Our State does not have technology standards for teachers	O

If the State has technology standards for teachers, how were they developed?	ELEMENTARY SCHOOL		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
We **adopted** the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards: Please specify which organizations or entities: _____ _____ _____	O	O	O	O	O	O
We developed our own technology standards, which were **adapted** from various sources. Please specify whose standards were adapted or used as models for your State's purposes: _____ _____ _____	O	O	O	O	O	O

[6] If the State does not have technology standards for teachers, the respondent will be brought to Q18 automatically.

If the State has technology standards for teachers, how were they developed?	ELEMENTARY SCHOOL		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	YES	NO	YES	NO	YES	NO
Other. Please specify: _____ _____ _____	O	O	O	O	O	O

13. When does the State require (or recommend) teachers to meet State technology proficiency standards?

	ELEMENTARY SCHOOL TEACHERS		MIDDLE/JUNIOR HIGH SCHOOL TEACHERS		HIGH SCHOOL TEACHERS	
	YES	NO	YES	NO	YES	NO
...required at initial certification or licensure	O	O	O	O	O	O
...recommended as a condition for employment (e.g., new hires, teachers transferring into the State)	O	O	O	O	O	O
...required at re-certification or contract renewal	O	O	O	O	O	O

14. Does the State require teacher proficiency in technology for certification or licensure? If so, how is proficiency determined?

Method of assessment	INITIAL CERTIFICATION		AT RE-CERTIFICATION	
	YES	NO	YES	NO
Completion of a specific number of hours of technology-related pre-service training or in-service professional development	O	O	O	O
Paper and pencil assessment	O	O	O	O
Computerized technology proficiency assessment	O	O	O	O
Assessment methods are developed/decided upon locally			O	O
Other. Please specify:	O	O	O	O

15. What other types of educational technology guidelines or standards related to teachers' proficiency in educational technology have been set by your State?

State educational technology proficiency guidelines/standards for:	YES	NO
Pre-service teachers		
Educational technology standards for accreditation of teacher preparation programs	O	O
Educational technology standards for accreditation of teacher preparation programs for specialization in educational computing and technology	O	O
Guidelines for the infrastructure needed to support the application of technology in teacher preparation programs	O	O
Practicing teachers		
Standards for the amount of professional development in educational technology teachers should have (e.g., some number of hours each year)	O	O

State educational technology proficiency guidelines/standards for:	YES	NO
Standards for the type of professional development in educational technology teachers should have (e.g., workshops, online training)	O	O
Other. Please specify:	O	O

16. Have your State's technology standards for teachers changed since October 1, 1996? If so, how?[7]

Technology standards for teachers have not changed	O

Change in State technology standards:	YES	NO
Established stand-alone technology standards	O	O
Established technology standards integrated in:		
...core subject areas	O	O
...non-core subject areas	O	O
...vocational education	O	O
Moved from stand-alone technology standards to technology standards integrated into:		
...core subject areas	O	O
...non-core subject areas	O	O
...vocational education	O	O
Moved from technology standards integrated into core academic subjects to stand-alone technology standards	O	O
Modified the grade levels for which standards are set	O	O
Modified the content of existing standards	O	O
Other. Please specify:	O	O

17. If technology standards for teachers have changed, please indicate why:

State technology standards for teachers changed:	YES	NO
...as part of a State educational reform initiative	O	O
...because of (change in) State technology plan	O	O
...because change is planned on a schedule	O	O
...because of the results of evaluations	O	O
...to match (new) State content standards	O	O
...to match new State assessments more closely	O	O
...because the technology changed	O	O
...because of legislation	O	O
...because of feedback from the public (e.g., parents)	O	O
...because of feedback from educators	O	O
Other. Please specify:		

[7] If technology standards for teachers have not changed, Q17 will be omitted and the respondent will be taken to Q18 automatically.

18. Are any additional technology-related changes to State standards in the core academic areas or in educational technology underway? Are there any additional technology-related changes to State standards for teachers planned (e.g., technology proficiency requirements will take effect in 2003)? If so, please describe.

_____

_____

_____

_____

19. How does the State encourage the integration of technology into instruction?

The State promotes the integration of educational technology into instruction by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Developing research-based technology integration models and disseminating them to districts	O	O	O
Providing funding for professional development to train teachers to integrate technology into instruction	O	O	O
Including technology integration strategies as part of the State's overall professional development plan	O	O	O
Providing software reviews/evaluations	O	O	O
Providing administrators with observation tools to use when evaluating whether teachers provide students with opportunities to learn in technology-rich environments	O	O	O
Providing software to schools (through a consortium purchasing program or by giving districts/schools funds earmarked for educational software)	O	O	O
Recommending the use of technology during the course of professional development activities	O	O	O
Including the use of technology in the curriculum (as "good practice" or in model lessons given to teachers)	O	O	O
Ensuring that the use of technology is included in other State documents as a good example of integration technology in the curriculum	O	O	O
Implementing a policy that building-level technical assistance is available at all districts/schools	O	O	O
Requiring educational technology training for:			
...district technology coordinators	O	O	O
...school technology coordinators	O	O	O
...teachers	O	O	O
...other district-level staff	O	O	O
...other school-level staff	O	O	O
Offering optional educational technology training (e.g., partnering with institutions of higher education to offer credit; partnering with businesses)			
...district technology coordinators	O	O	O
...school technology coordinators	O	O	O
...teachers	O	O	O
...other district-level staff	O	O	O
...other school-level staff	O	O	O
Offering demonstrations (e.g., classroom modeling by master teacher or curriculum specialist)	O	O	O
Other. Please specify:	O	O	O

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20. Has the State supported the development of software and other educational technology resources for teaching to State standards in core subjects? If so, what form does this support take (e.g., funding, training)? What specifically is being supported, and in what grades and subjects?

_____

_____

_____

21. Has the State established criteria for determining the degree to which software and other technology resources are aligned with State standards? If so, what are they? Is this document available? Please provide the name of a contact person and/or a URL if the document is available online.

_____

_____

_____

SECTION III. TECHNOLOGY RESOURCES

This section focuses on the sources, amount, and uses of technology funds in the State. As you can see, some of the information is pre-filled. We obtained information from the U.S. Department of Education to fill in as much as we could. We hope this makes the survey a bit faster to complete, but we would like to request that you briefly review the pre-filled information for accuracy. Please make any necessary corrections in the space provided.

1. Please describe the sources and amount of funds awarded for elementary and secondary education technology in the State:

FUNDING FOR EDUCATIONAL TECHNOLOGY BY SOURCE	FY 1997	FY 1998	FY 1999
State			
Specific appropriations in the General Fund for educational technology			
Other State funding sources for educational technology (e.g., bonds sale, state lottery, share of sales tax). Please specify:			
Federal			
Technology Literacy Challenge Fund (TLCF) Program Source: Department of Education	*pre-filled*	*pre-filled*	*pre-filled*
Other U.S. Department of Education technology programs Source: Department of Education			
Technology Innovation Challenge Grants (TICG)	*pre-filled*	*pre-filled*	*pre-filled*
Preparing Tomorrow's Teachers to Use Technology (PT3)	*pre-filled*	*pre-filled*	*pre-filled*
Community Technology Centers (CTC)	*pre-filled*	*pre-filled*	*pre-filled*
Other. Please specify:			
Other Federal non-technology programs (e.g., Title I, Title II, Title VI)			
Other (e.g., contributions from private sources, including in-kind contributions). Please specify:			

2. Since July 1, 1997, what methods has the State used to allocate State funds for educational technology to districts? Approximately what percentage of these funds was allocated by each method? Please exclude funding from federal (e.g., TLCF) and private sources when answering this question.

Allocation Method Used	YES	NO	If yes, please estimate what percentage of funds was allocated by this method:
Direct allocation on a formula basis (e.g., per pupil, per building). Please specify:	O	O	_____%
Competitive grant	O	O	_____%
Other. Please specify:	O	O	_____%
		TOTAL	100%

3. Since July 1, 1997, to which technology-related uses has State funding for educational technology generally been directed? Please exclude funding from federal (e.g., TLCF) and private sources when answering this question.

Degree to which State funding has been directed to the following technology-related uses:	Funds directed to this use?		If yes, please estimate what percentage of funds was directed to this use:
	YES	NO	
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	O	O	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	O	O	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	O	O	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	O	O	_____%
Connectivity to the Internet: Wiring and infrastructure	O	O	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	O	O	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	O	O	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	O	O	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	O	O	_____%
Program evaluation	O	O	_____%
Other. Please specify:	O	O	_____%
		TOTAL	100%

4. As a whole, to which technology-related uses has TLCF funding been directed? This question refers to all TLCF funds awarded by the State, not just funds reserved for State-level activities.

Degree to which TLCF funding has been directed to the following technology-related uses:	Funds directed to this use?		If yes, please estimate what percentage of funds was directed to this use:
	YES	NO	
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	O	O	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	O	O	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	O	O	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	O	O	_____%
Connectivity to the Internet: Wiring and infrastructure	O	O	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	O	O	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	O	O	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	O	O	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	O	O	_____%
Program evaluation	O	O	_____%
Other. Please specify:	O	O	_____%
		TOTAL	100%

5. Since July 1, 1997, to which technology-related uses has non-State, non-TLCF funding generally been directed? These funds include monetary and in-kind contributions to the State from foundations or other private sources.

Degree to which non-State, non-TLCF funding has been directed to the following technology-related uses:	Funds directed to this use?		If yes, please estimate what percentage of funds was directed to this use:
	YES	NO	
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	O	O	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	O	O	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	O	O	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	O	O	_____%
Connectivity to the Internet: Wiring and infrastructure	O	O	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	O	O	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	O	O	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	O	O	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	O	O	_____%
Program evaluation	O	O	_____%
Other. Please specify:	O	O	_____%
		TOTAL	100%

6. Were any of the following types of technical assistance offered to districts during the State TLCF competitions?

Type of technical assistance offered:	FY 1997-1998		FY 1998-1999		FY 1999-2000	
	YES	NO	YES	NO	YES	NO
Personalized technical assistance						
State-wide conference or regional briefings to discuss competition requirements	O	O	O	O	O	O
Training sessions for grant writing	O	O	O	O	O	O
Training sessions for developing technology plans	O	O	O	O	O	O
Feedback on district technology plans	O	O	O	O	O	O
Assistance in developing plans for evaluating the use of educational technology	O	O	O	O	O	O
District visits	O	O	O	O	O	O
Telephone/email help lines	O	O	O	O	O	O
Information resources						
Web-based materials	O	O	O	O	O	O
E-mail distribution list or listserv	O	O	O	O	O	O
Sample technology plans	O	O	O	O	O	O
Sample successful proposals (whole or pieces of proposals)	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O

7. How many of the TLCF applicants received the following types of technical assistance and received funding?

Type of technical assistance offered:	FY 1997-1998			FY 1998-1999			FY 1999-2000		
	Don't Know	Applicants NOT Funded	Funded Applicants	Don't Know	Applicants NOT Funded	Funded Applicants	Don't Know	Applicants NOT Funded	Funded Applicants
State-wide conference or regional briefings to discuss competition requirements	O	_____	_____	O	_____	_____	O	_____	_____
Training sessions for grant writing	O	_____	_____	O	_____	_____	O	_____	_____
Training sessions for developing technology plans	O	_____	_____	O	_____	_____	O	_____	_____
Feedback on district technology plans	O	_____	_____	O	_____	_____	O	_____	_____
Assistance in developing plans for evaluating the use of educational technology	O	_____	_____	O	_____	_____	O	_____	_____
District visits	O	_____	_____	O	_____	_____	O	_____	_____

8. What methods were used to evaluate the effectiveness of the technical assistance provided by the State to TLCF applicants?

	FY1997-1998	FY1998-1999	FY1999-2000
No evaluation was done	O	O	O

Method of evaluation	YES	NO	YES	NO	YES	NO
Participant evaluations/feedback	O	O	O	O	O	O
Number of proposals submitted	O	O	O	O	O	O
Proportion of proposals submitted from districts that received technical assistance						
Proportion of funded applications from districts receiving vs. not receiving technical assistance	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O

9. What were the results of the evaluation(s)? What changes, if any, were made to the amount and/or type of technical assistance offered in subsequent competitions?

_____

_____

_____

10. Have there been any barriers to the implementation of the TLCF in your State? If so, what have been the biggest barriers? Were the barriers at the State or district level?

_____

_____

_____

SECTION IV. EVALUATION OF EDUCATIONAL TECHNOLOGY INITIATIVES

An important aspect of program implementation is evaluation of the program itself. Please tell us about the ways your State is assessing the impact of its technology initiatives.

1. Did the State conduct, or is the State planning to conduct, any evaluations of its educational technology initiatives? If so, why were State evaluations of educational technology conducted (or are planned to be conducted)?

The State did not and is not planning to conduct any evaluations of educational technology.[8]	O

Reason for evaluation of technology:	YES	NO
Evaluations are a component of the State technology plan	O	O
For accountability purposes	O	O
For program improvement	O	O
To provide data to schools and districts	O	O
To collect information for use in State-level decision-making	O	O
Evaluations are a federal requirement	O	O
Evaluations are a State requirement	O	O
Evaluations are a requirement for private funding	O	O
Other. Please specify:	O	O

2. Which one of the reasons above is the primary reason for evaluating educational technology?

_____

_____

3. What data does your State collect (or plan to collect) to evaluate the use of educational technology? Please include data gathered by the State itself and data obtained from a third party (e.g., federal government, commercial data provider).

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Professional Development Related to the Use of Technology for Instruction				
Numbers of teachers receiving professional development	O	O	O	O
Duration of professional development for teachers	O	O	O	O
Content of professional development for teachers	O	O	O	O
Number of courses taken/continuing education credits earned	O	O	O	O

[8] If no evaluations were collected the respondent will be brought to Q7 automatically.

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Technical Support for Teachers				
Amount of technical assistance for teachers (e.g., number of support requests fulfilled; number of support staff available)	O	O	O	O
Quality of technical assistance for teachers (e.g., response time to support requests; ratings of effectiveness of assistance given)	O	O	O	O
Availability of Modern Computers in the Classroom				
Hardware inventory (e.g., numbers of computers, peripherals)	O	O	O	O
Security procedures	O	O	O	O
Status of implementation (e.g., has the equipment been installed)	O	O	O	O
Student access to computers in instructional contexts (e.g., types of computers available, location of equipment)	O	O	O	O
Access to technology in high poverty schools	O	O	O	O
Use of technology in high poverty schools	O	O	O	O
Amount of time students use technology	O	O	O	O
Student home access to computers	O	O	O	O
Student community access to computers	O	O	O	O
Connectivity to the Internet				
Student school access to the Internet	O	O	O	O
Student home access to the Internet	O	O	O	O
Student community access to the Internet (e.g., in community centers or libraries)	O	O	O	O
Counts or percentages of classrooms and schools networked to a LAN or WAN	O	O	O	O
Student home access to the LAN or WAN	O	O	O	O
Student community access to the LAN or WAN	O	O	O	O
Making Software and Online Resources an Integral Part of Every School Curriculum				
Amount of software available (e.g., how many computers have a specific type of software installed)	O	O	O	O
Types of software available (e.g., word processing, graphics, skill exercises or practice programs)	O	O	O	O
Other. Please specify:	O	O	O	O

4. What outcome data related to educational technology does your State collect or plan to collect? Please include data gathered by the State itself and data obtained from a third party (e.g., federal government, commercial data provider).[9]

Technology-related outcome data being collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Teacher Outcomes				
Teacher technology proficiency	O	O	O	O
Teacher use of technology in preparing lessons	O	O	O	O
Teacher use of technology during instruction	O	O	O	O
Teacher use of computerized testing	O	O	O	O
Teacher use of student performance data to improve instruction	O	O	O	O
Teacher integration of technology into subject area lessons	O	O	O	O
Teacher collaboration using technology	O	O	O	O
Role of technology in classroom organization	O	O	O	O
Quality of teaching using technology	O	O	O	O
Teacher attitudes towards technology	O	O	O	O
Student Outcomes				
Student technology proficiency	O	O	O	O
Purposes for which students use technology	O	O	O	O
Impact of technology on student achievement on State or local assessments	O	O	O	O
Impact of technology on improving students' critical thinking strategies	O	O	O	O
Impact of technology on improving students' achievement in core subject areas	O	O	O	O
Students' attitudes towards technology	O	O	O	O
Impact of technology on other student-related outcomes such as educational aspirations, dropout rates or attendance. Please specify:	O	O	O	O
Parental Outcomes				
Impact of technology on parental satisfaction	O	O	O	O
Impact of technology on parental involvement	O	O	O	O
Parental attitudes towards technology	O	O	O	O
Impact of technology on communication with parents	O	O	O	O
Administrator Outcomes				
Impact of technology on administrative efficiency	O	O	O	O
Administrators' attitudes toward technology	O	O	O	O
Administrators' use of technology	O	O	O	O
Other Outcomes. Please specify:	O	O	O	O

[9] In Q4, for any student or teacher outcome data reported as being collected, the Web-based version will ask in which grades and subject areas the outcome data are gathered.

5. If the State has evaluated the impact of educational technology on student achievement, which subject areas and grade levels were evaluated?

	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Language Arts	O	O	O
Mathematics	O	O	O
Science	O	O	O
Social Studies	O	O	O
Non-core academic areas	O	O	O
Vocational education		O	O
Other. Please specify:	O	O	O

6. Have the results of State evaluations of the use of educational technology in the State been reported? If so, who received the information? How was the information reported?

Results of State evaluations of educational technology have not been reported	O

	YES	NO	DON'T KNOW
Who received the information:			
Legislators	O	O	O
Districts	O	O	O
Schools	O	O	O
Parents	O	O	O
Media	O	O	O
Other. Please specify:	O	O	O
How information was reported:			
Meetings	O	O	O
Newsletters	O	O	O
Published report (e.g., technical report)	O	O	O
Web site	O	O	O
Press release	O	O	O
Other. Please specify:	O	O	O
Is the report available electronically? If so, please list the URL:	O	O	O

7. Did the State collect some or all of the TLCF sub-grant evaluations? How were these evaluations used?

The State did not collect TLCF sub-grant evaluations.	O
The State collects TLCF sub-grant evaluations, but has not yet decided how to use this information.	O

Because of the results of the evaluation:	YES	NO
...quantity and/or type of technical assistance offered was changed	O	O

Because of the results of the evaluation:	YES	NO
...the structure of sub-grant competitions was changed	O	O
...the way funds were targeted was changed	O	O
...allocation of State funds to districts was changed	O	O
Other. Please specify:	O	O

8. What has been the most successful piece of TLCF implementation in your State? What would you want to share with other States as something that works?

_____

_____

_____

_____

9. Do you have any advice or suggestions for the U.S. Department of Education for improvement of the TLCF program? What would you do differently? Other than "more funding" what changes would you like to see?

_____

_____

_____

_____

SECTION V. THANK YOU!

We are very grateful for your contributions to this project.

Please use the space below to share with us any comments you have regarding this survey as a whole.

_____

_____

_____

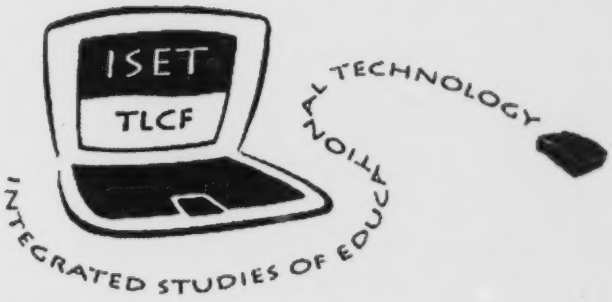
_____

_____

_____

_____

If you have any questions about this survey, please contact Teresa García at tgarcia@air.org, or call toll-free, 1-888-944-5001 (select Option 3). All study participants will be notified of the availability of the final report once it is completed.



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW SURVEY OF DISTRICT TECHNOLOGY COORDINATORS

PLEASE NOTE:
THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS. BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE VERSION WILL *LOOK DIFFERENT* FROM THIS HARD COPY OF THE DISTRICT SURVEY, BUT WILL HAVE THE SAME CONTENT.

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A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0179 | Approval Expires 06/30/2001

SECTION I. THE ROLE OF TECHNOLOGY IN THE DISTRICT: TECHNOLOGY PLANNING

This section of the survey asks about the details of the district's technology-related planning. Please tell us about your district's strategic vision for the use of educational technology by answering the following questions.

1. Does your district have a technology plan? Please select one.[1]

- O Yes, we have a single district technology plan
- O Yes, we have multiple technology plans (e.g., district technology plan; E-Rate technology plan)
- O No, but the district is in the process of developing one.
- O No, and the district does not currently have plans to develop one at this time.

2. What year did your district first write a technology plan?

_____

3. Why did your district write a technology plan?

Our technology plan was written	YES	NO	DON'T KNOW	NOT APPLICABLE
...to guide and facilitate the effective use of technology	O	O	O	O
...to guide and facilitate the acquisition of technology	O	O	O	O
...to foster the integration of technology into instruction in the core subject areas	O	O	O	O
...to foster the integration of technology into instruction in the non-core subject areas	O	O	O	O
...in order to apply for TLCF funding	O	O	O	O
...in order to apply for E-rate discounts and reimbursements	O	O	O	O
...in order to apply for State funds	O	O	O	O
...in order to apply for other educational technology funds	O	O	O	O
...in response to a State requirement	O	O	O	O
...in response to a district-level initiative	O	O	O	O
...to generate local support for educational technology	O	O	O	O
...as part of a broader district improvement plan	O	O	O	O
Other. Please specify:	O	O	O	O

[1] The Web-based survey will bring the respondent directly to Q7if the answer to Q1 is "No" (i.e., will omit Qs 2-6 automatically). By the same token, if the district has a technology plan, they would not be asked Qs 7-8.

4. Has the district's original technology plan been revised?[2]

- O Yes
- O No

5. What year was your district's technology plan last revised?

_____

6. What are the major goals of your district's technology initiatives and reforms, as reflected in the current technology plan? How much progress has been made toward achieving each goal?

Are any of the technology goals described in the district's current technology plan related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...professional development for teachers on the use of technology E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	O	O	O	O	O
...professional development for teachers on integrating technology into instruction E.g., To help teachers write lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; training teachers how to implement data-driven instructional policies	O	O	O	O	O
...using technology to provide professional development for teachers E.g., Providing access to distance learning opportunities	O	O	O	O	O
...technical support for teachers E.g., To make available support personnel with expertise in computer, video or network technologies; to make available instructional support personnel with expertise in applying computer and network technologies in subject-matter curricula	O	O	O	O	O
...the availability of modern computers in the classroom E.g., Providing enough computers to achieve a specific computer-to-student ratio; Making available a computer for each teacher's individual use in the classroom	O	O	O	O	O
...connectivity to the Internet E.g., Providing connections to the Internet to allow teachers and students to: acquire information from the World Wide Web (WWW); communicate with others outside of school; publish their work on the WWW	O	O	O	O	O
...making software and online resources an integral part of every school curriculum E.g., Making available a large variety of drills, games and tutorial software for the full range of subjects taught; Making available software for storing and retrieving student work placed in electronic portfolios, for use in long-term assessment	O	O	O	O	O
...student outcomes E.g., Improve students' technology proficiency; narrow the digital divide (decrease the gap between poor and/or minority students' lower levels of technology access and use, relative to other students)	O	O	O	O	O

[2] The Web-based survey will omit Q5 if the answer to Q4 is "No" (i.e., will bring the respondent to Q6 automatically).

Are any of the technology goals described in the district's current technology plan related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...parent outcomes E.g., Increase parental involvement; improve communication with parents (e.g., making available on the Internet school calendars, emergency closures, school test scores, etc.)	O	O	O	O	O
...administrative outcomes E.g., Using technology to provide leadership; improve administrators' attitudes towards technology	O	O	O	O	O
Other. Please specify:	O	O	O	O	O
Other. Please specify:	O	O	O	O	O
Other. Please specify:	O	O	O	O	O
Other. Please specify:	O	O	O	O	O

7. Why does the district not have a technology plan at this time?[3]

Reason why district currently does not have a technology plan	YES	NO
The district does not have personnel with the expertise or experience to write a technology plan	O	O
District personnel do not have the time to write a technology plan	O	O
The district does not have the monetary resources	O	O
The district does not see the need for a technology plan at this time	O	O
The district has competing initiatives that have taken priority (e.g., spending funds on reducing class size)	O	O
Technology plans in the district are written at the school, rather than district level (i.e., the decision to write a technology plan is a school-level decision)	O	O
Other. Please specify:	O	O

8. What are the major goals of your district's technology initiatives and reforms? How much progress has been made toward achieving each goal?

Are any of the district's current technology goals related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...professional development for teachers on the use of technology E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	O	O	O	O	O
...professional development for teachers on integrating technology into instruction E.g., To help teachers write lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; training teachers how to implement data-driven instructional policies	O	O	O	O	O

[3] The Web-based survey will omit Qs 7-8 if the answer to Q1 was "Yes."

Are any of the district's current technology goals related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...using technology to provide professional development for teachers E.g., Providing access to distance learning opportunities	O	O	O	O	O
...technical support for teachers E.g., To make available support personnel with expertise in computer, video or network technologies; to make available instructional support personnel with expertise in applying computer and network technologies in subject-matter curricula	O	O	O	O	O
...the availability of modern computers in the classroom E.g., Providing enough computers to achieve a specific computer-to-student ratio; Making available a computer for each teacher's individual use in the classroom	O	O	O	O	O
...connectivity to the Internet E.g., Providing connections to the Internet to allow teachers and students to: acquire information from the World Wide Web (WWW); communicate with others outside of school; publish their work on the WWW	O	O	O	O	O
...making software and online resources an integral part of every school curriculum E.g., Making available a large variety of drills, games and tutorial software for the full range of subjects taught; Making available software for storing and retrieving student work placed in electronic portfolios, for use in long-term assessment	O	O	O	O	O
...student outcomes E.g., Improve students' technology proficiency; narrow the digital divide (decrease the gap between poor and/or minority students' lower levels of technology access and use, relative to other students)	O	O	O	O	O
...parent outcomes E.g., Increase parental involvement; improve communication with parents (e.g., making available on the Internet school calendars, emergency closures, school test scores, etc.)	O	O	O	O	O
...administrative outcomes E.g., Using technology to provide leadership; improve administrators' attitudes towards technology	O	O	O	O	O
Other. Please specify:	O	O	O	O	O
Other. Please specify:	O	O	O	O	O
Other. Please specify:	O	O	O	O	O
Other. Please specify:	O	O	O	O	O

SECTION II. THE ROLE OF TECHNOLOGY IN THE DISTRICT: TLCF FUNDING

This series of questions asks about your experience with applying for TLCF funding. If your district applied for funds more than once, please tell us about what your overall experience was like, across the multiple applications.

The TLCF is a formula grant program that provides money to the 50 States, the District of Columbia, the territories, and the Bureau of Indian Affairs to accelerate the implementation of Statewide technology plans. Funds are allocated to States proportionate to their share under Part A of Title I of ESEA—that is, proportionate to the number of students in poverty—but with a minimum allocation to any state of one-half of one percent of the amount appropriated. Upon award of a grant, each State distributes sub-grants to LEAs on a competitive basis.

1. Has your district ever applied for TLCF funding?[4]

- ○ Yes (check all that apply below)
  - ○ as an individual applicant
  - ○ as the fiscal agent of a consortium
  - ○ as a member of a consortium (not as the fiscal agent)
- ○ No
- ○ Don't Know

2. Why has the district not applied for TLCF funding?

Reason why district has not applied for TLCF funding	YES	NO
The district was not aware of this source of funding for educational technology	○	○
The district does not have personnel with the expertise or experience to write a proposal	○	○
District personnel do not have the time to write a proposal	○	○
The district does not have the monetary resources	○	○
The district does not see the need for TLCF funding	○	○
The district did not have an approved technology plan	○	○
The district was not eligible to apply (e.g., funds were restricted to districts of a certain poverty level and the district did not meet poverty restrictions)	○	○
Restrictions on uses of funds were not compatible with district priorities or needs (e.g., funds were limited to connectivity but district has priority and/or need for professional development)	○	○
Other. Please specify:	○	○

[4] If the answer to Q1 is "Yes" the Web-based survey will bring the respondent to Qs 3-8 automatically. If the answer to Q1 is "No" or "Don't Know," the respondent will be taken to Q2, and then to Q9 automatically.

3. Please tell us about your experience in general with applying for TLCF funds. What type of technical assistance was available to your district? If your district obtained technical assistance, how would you rate the effectiveness of the assistance?

TYPE OF TECHNICAL ASSISTANCE	WAS THIS FORM OF ASSISTANCE AVAILABLE?			IF OBTAINED: HOW USEFUL WAS THE ASSISTANCE?			IF NOT OBTAINED:
	Yes	No	Don't Know	Not at All Useful	Somewhat Useful	Very Useful	I would like to have this type of TA available in the future
FROM THE STATE:							
State-wide conference or regional briefings to discuss competition requirements	O	O	O	O	O	O	O
Training sessions for grant writing	O	O	O	O	O	O	O
Training sessions for developing technology plans	O	O	O	O	O	O	O
Feedback on district technology plans	O	O	O	O	O	O	O
Assistance in developing plans for evaluating the use of educational technology	O	O	O	O	O	O	O
District visits	O	O	O	O	O	O	O
Telephone/email help lines	O	O	O	O	O	O	O
Web-based materials	O	O	O	O	O	O	O
E-mail distribution list or listserv	O	O	O	O	O	O	O
Sample technology plans	O	O	O	O	O	O	O
Sample successful proposals (whole or pieces of proposals)	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O
FROM THE FEDERAL GOVERNMENT (e.g., R*TEC, regional education laboratory, U.S. Dept. of Education web site):							
Grant-writing assistance/consultations	O	O	O	O	O	O	O
Grant writing services	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O
FROM COMMERCIAL SOURCES (e.g., vendors):							
Grant-writing assistance/consultations	O	O	O	O	O	O	O
Grant writing services	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O
FROM OTHER GROUPS (e.g., a professional organization, an institution of higher education):							
Grant-writing assistance/consultations	O	O	O	O	O	O	O
Grant writing services	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O

4. Which format for delivering technical assistance did you (would you) find most helpful, in-person or information resources? Please select one:

- O In-person (e.g., training sessions, district visits)
- O Information resources (e.g., Web-based materials, sample technology plans)

5. How much of a role did the following factors play in the decision to apply for TLCF funding?

We decided to apply for TLCF funding because:	NOT APPLICABLE	DID NOT PLAY A ROLE	MINOR ROLE	MAJOR ROLE
The district needed additional funding to carry out its technology plan	O	O	O	O
The district wanted to start a new technology initiative with TLCF funding	O	O	O	O
The district technology committee encouraged the application	O	O	O	O
A district administrator encouraged the application	O	O	O	O
The technology coordinator encouraged the application	O	O	O	O
The State encouraged us to apply	O	O	O	O
The district was asked by another district to be involved in a consortium	O	O	O	O
Other. Please specify:	O	O	O	O

6. Please list below the number of separate awards your district received during each school year in response to your State's TLCF competitions:[5]

The district has never received any TLCF funding.	O

School Year	Number awarded as a SINGLE district applicant	Number awarded as a CONSORTIUM member
1997-1998		
1998-1999		
1999-2000		

7. Has TLCF funding enabled your district to make progress toward the goals of your current district technology plan? If so, to what extent has the TLCF helped in progress toward each goal?[6]

Goal of district's current technology initiatives/reforms	DID THE TLCF HELP FUND THIS GOAL?			IF THE TLCF HELPED FUND THIS GOAL: HOW MUCH IMPACT HAS THE TLCF FUNDING HAD ON PROGRESS TOWARD THE GOAL?			
	Yes	No	Not Sure/ Don't Know	We have not yet begun work on this	A Little	A Moderate Amount	A Great Deal
Goals related to professional development for teachers on the use of technology E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	O	O	O	O	O	O	O

[5] The Web-based survey will omit Q8 if the answer to Q7 is "The district has never received any TLCF funding" (i.e., will bring the respondent to Section III).

[6] To limit burden, the interactive version of the survey will select only the goals that were identified in Section I, Q6 to show the respondent on the screen.

Goals related to professional development for teachers on integrating technology into instruction E.g., To help teachers write lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; training teachers how to implement data-driven instructional policies	O	O	O	O	O	O	O
Goals related to using technology to provide professional development for teachers E.g., Providing access to distance learning opportunities	O	O	O	O	O	O	O
Goals related to technical support for teachers E.g., To make available support personnel with expertise in computer, video or network technologies; to make available instructional support personnel with expertise in applying computer and network technologies in subject-matter curricula	O	O	O	O	O	O	O
Goals related to the availability of modern computers in the classroom E.g., Providing enough computers to achieve a specific computer-to-student ratio; Making available a computer for each teacher's individual use in the classroom	O	O	O	O	O	O	O
Goals related to connectivity to the Internet E.g., Providing connections to the Internet to allow teachers and students to: acquire information from the World Wide Web (WWW); communicate with others outside of school; publish their work on the WWW	O	O	O	O	O	O	O
Goals related to making software and online resources an integral part of every school curriculum E.g., Making available a large variety of drills, games and tutorial software for the full range of subjects taught; Making available software for storing and retrieving student work placed in electronic portfolios, for use in long-term assessment	O	O	O	O	O	O	O
Goals related to student outcomes E.g., Improve students' technology proficiency; narrow the digital divide (decrease the gap between poor and/or minority students' lower levels of technology access and use, relative to other students)	O	O	O	O	O	O	O
Goals related to parent outcomes E.g., Increase parental involvement; improve communication with parents (e.g., making available on the Internet school calendars, emergency closures, school test scores, etc.)	O	O	O	O	O	O	O
Goals related to administrative outcomes E.g., Using technology to provide leadership; improve administrators' attitudes towards technology	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O	O

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SECTION III. TECHNOLOGY RESOURCES: USE OF FUNDS FOR EDUCATIONAL TECHNOLOGY

Here, we would like to know about how the district directed its technology resources. Please tell us about how your district used its technology funds.

1. To what extent was overall technology funding directed to the following uses during the 1999-2000 school year?

Degree to which overall funding has been directed to the following technology-related uses:	What percentage of funds was directed to this use during the 1999-2000 school year?
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	_____%
Connectivity to the Internet: Wiring and infrastructure	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	_____%
Program evaluation	_____%
Other. Please specify:	_____%
TOTAL	100%

2. To what extent was TLCF funding directed to the following uses during the 1999-2000 school year?[7]

Degree to which TLCF funding has been directed to the following technology-related uses:	What percentage of funds was directed to this use during the 1999-2000 school year?
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	_____%
Connectivity to the Internet: Wiring and infrastructure	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	_____%
Program evaluation	_____%
Other. Please specify:	_____%
TOTAL	100%

3. Were TLCF funds targeted to specific types of schools?[8]

- O Yes
- O No (TLCF funds did not go to schools directly or were used for all the schools in the district)

[7] Questions 2-6 will be asked only of districts that have previously indicated that they received TLCF funds (in Section II, Q6).

[8] Q4 will be asked only if the answer to Q3 is "Yes." If the answer to Q3 is "No" the respondent will be taken automatically to Q5.

4. To what type of schools was TLCF funding directed during the 1999-2000 school year?

In my district, TLCF funding supported activities targeted to:	YES	NO
Schools that showed initiative in application process	O	O
Schools receiving Title I funds	O	O
Schools with a large number of LEP students	O	O
Schools with a large number of students with disabilities	O	O
Low performing schools	O	O
High performing schools	O	O
Elementary schools	O	O
Middle/Junior High schools	O	O
High schools	O	O
High poverty schools	O	O
Schools demonstrating high technology need	O	O
Other. Please specify:	O	O

5. Has the TLCF award(s) your district received resulted in what you consider to be significant, substantial additional funds or in-kind contributions (i.e., contributions consisting of donated time, equipment or services, rather than funds)?

The TLCF award(s) received by the district resulted in:	YES	NO
Additional funding for technology from:		
State education agency	O	O
Other State agency (e.g., Department of Labor)	O	O
Other local public agency (e.g., Library System)	O	O
Business/Industry	O	O
Foundation or other non-profit organization	O	O
Institution of higher education	O	O
Other. Please specify:	O	O
Additional in-kind contributions from:		
State education agency	O	O
Other State agency (e.g., Department of Labor)	O	O
Other local public agency (e.g., Library System)	O	O
Business/Industry	O	O
Foundation or other non-profit organization	O	O
Institution of higher education	O	O
Other. Please specify:	O	O

SECTION IV. TECHNOLOGY AND INSTRUCTION: PROFESSIONAL DEVELOPMENT AND TECHNICAL SUPPORT

One of the national technology goals is "All teachers will have the training and support they need to help all students learn through the computers and the Internet." Please tell us about your district's professional development and technical support initiatives by answering the following questions.

1. Does your district have technology standards for teachers and/or administrators (e.g., standards regarding proficiencies, training, uses of technology)? How were they developed?

	TEACHERS	ADMINISTRATORS
Our district does not have technology standards for:	O	O

If the district has technology standards, how were they developed?	YES	NO	YES	NO
We **adopted** the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards: Please specify which organizations or entities:	O	O	O	O
We developed our own technology standards, which were adapted from various sources. Please specify whose standards were adapted or used as models for your district's purposes:	O	O	O	O
Other. Please specify: For teachers: _____ _____ For administrators: _____ _____	O	O	O	O

2. Please tell us about what your district is doing to increase teachers' ability to make effective use of educational technology. If you are using a particular method, please indicate how much of a factor it is in the district's efforts to provide professional development <u>specific to technology</u> during the past year (July 1999 – June 2000):

Method used in the district for increasing teachers' ability to effectively use educational technology:	WAS THIS TYPE OF METHOD USED?			IF USED, HOW MUCH OF A FACTOR IS THIS METHOD IN YOUR DISTRICT'S EFFORTS TO PROVIDE TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT?		
	YES	NO	DON'T KNOW	NOT A FACTOR	MINOR FACTOR	MAJOR FACTOR
Partnering with another district	O	O	O	O	O	O
Partnering with an institution of higher education	O	O	O	O	O	O
Partnering with a business or group of businesses	O	O	O	O	O	O

Method used in the district for increasing teachers' ability to effectively use educational technology:	WAS THIS TYPE OF METHOD USED?			IF USED, HOW MUCH OF A FACTOR IS THIS METHOD IN YOUR DISTRICT'S EFFORTS TO PROVIDE TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT?		
	YES	NO	DON'T KNOW	NOT A FACTOR	MINOR FACTOR	MAJOR FACTOR
Partnering with an organization that provides volunteer trainers	O	O	O	O	O	O
Encouraging partnerships between individual schools, within the district or across district lines	O	O	O	O	O	O
Contracting with a software vendor or other for-profit company that provides professional development in the use of technology in instruction. Please specify vendor_____	O	O	O	O	O	O
Providing opportunities for teachers to collaborate with peers, share lesson plans and information related to educational technology via the Internet or other telecommunications.	O	O	O	O	O	O
Providing teachers with the opportunity to participate in courses about the use of technology in instruction via the Internet, video conferencing, or other form of distance learning strategy	O	O	O	O	O	O
Sending teachers or technology leaders to technology-related training with the expectation that they will return to their schools and train other teachers ("train the trainer" approach)	O	O	O	O	O	O
Having teachers or teacher teams develop new curriculum units that incorporate technology	O	O	O	O	O	O
Creating and supporting teacher study groups that meet regularly to work on using educational technology	O	O	O	O	O	O
Hiring building level technology coordinators to work with teachers on incorporating technology into teaching	O	O	O	O	O	O
Training students to serve as technology trainers for teachers	O	O	O	O	O	O
Sending teachers to workshops, conferences or summer institutes	O	O	O	O	O	O
Providing courses at a teacher resource center	O	O	O	O	O	O
Sending teachers and students together to workshops or summer institutes	O	O	O	O	O	O
Other. Please specify:	O	O	O	O	O	O

3. Please estimate what percentage of each category of teacher received technology-related professional development provided or paid for by the district from July 1999 – June 2000:

Type of teacher	HOW MANY RECEIVED PROFESSIONAL DEVELOPMENT?
All Teachers	_____%
Elementary School Teachers (total, grades PK-5)	_____%
Middle/Junior High School Teachers (total, grades 6-8)	_____%
High School Teachers (total, grades 9-12)	_____%
School librarians/media specialists	_____%
Other Teachers. Please specify:	_____%

4. What was emphasized in the professional development programs provided or paid for by your district from July 1999 – June 2000?

Emphasized in professional development:	TOPIC WAS NOT COVERED	IF COVERED, HOW MUCH WAS THE TOPIC EMPHASIZED?		
		Low emphasis	Moderate emphasis	High emphasis
Basic computer skills	O	O	O	O
Use of various software application packages (e.g., Power Point, spreadsheets, PhotoShop, etc.)	O	O	O	O
How to integrate technology into the curriculum	O	O	O	O
Effective/ethical use of the WWW	O	O	O	O
Creating activities using technology and the WWW	O	O	O	O
How to take advantage of distance learning opportunities	O	O	O	O
How to use technology to help students improve basic academic skills	O	O	O	O
New ways to assess student work using technology	O	O	O	O
Using software or technology activities that have already been developed	O	O	O	O
Seeing demonstrations of technology-incorporated classroom activities	O	O	O	O
Learning about technology activities that require only 1 computer per classroom	O	O	O	O
How to manage classroom activities that integrate technology	O	O	O	O
How to select good software	O	O	O	O
How to write grant applications for more technology resources	O	O	O	O
Other. Please specify:	O	O	O	O

5. Please consider all of the forms of professional development provided or paid for by the district from July 1999 – June 2000. How much professional development was supplied by the following individuals or groups?

The amount of professional development provided by:	NONE (0%)	SOME (1-25%)	A MODERATE AMOUNT (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
The technology coordinator (formally assigned)	O	O	O	O	O
Librarian/Media specialist	O	O	O	O	O
District office technology coordination staff	O	O	O	O	O
Expert teachers or school administrators from within your district	O	O	O	O	O
Expert teachers or school administrators from outside your district	O	O	O	O	O
Faculty or staff from institutions of higher education	O	O	O	O	O
Business partners	O	O	O	O	O
Independent consultants	O	O	O	O	O
For-profit vendors	O	O	O	O	O
State, regional, or county technical assistance or resource center	O	O	O	O	O
Representatives from a volunteer organization	O	O	O	O	O
An online professional development community or other online resource	O	O	O	O	O
Students	O	O	O	O	O
Other. Please specify:	O	O	O	O	O

6. Please consider the different types of technology-related professional development provided or paid for by the district during the 1999-2000 school year. To what extent would you say the majority of these activities had the following characteristics?

Was the technology-related professional development provided by the district:	To what extent were characteristics present?		
	Not at All	Somewhat	A Great Deal
... directly related to the content teachers teach	O	O	O
...appropriate to teachers' varying levels of knowledge, skills and interests	O	O	O
...reflective of the best available research and practice in teaching, learning, and leadership	O	O	O
...for a substantial amount of time	O	O	O
...over multiple sessions, not a one-time experience	O	O	O
...followed by planning time during the workday to implement new practices in the classroom	O	O	O
...driven by a long-term plan, consistent with the goals for technology use in your district	O	O	O
...inclusive to other members of the school community	O	O	O
...accessible during school hours (i.e., substitutes were provided so teachers could attend professional development courses)	O	O	O
...accessible during evening/weekend hours	O	O	O
...planned or delivered with input from teachers in your district	O	O	O
...an opportunity for teachers to meaningfully engage with colleagues and materials	O	O	O
...effective in increasing teachers' ability to appropriately use educational technology in teaching	O	O	O

7. Does the district have technology training centers?

The district has technology training centers for:	YES	NO	If Yes, is the training center open after school or on the weekends?	
			YES	NO
Teachers	O	O	O	O
Community members	O	O	O	O

8. As a whole, how well is your district able to meet the need for technology-related teacher professional development?

- O Not very well
- O Fairly well
- O Very well

9. Is teacher proficiency in technology a preference or consideration in hiring? Please select one:

- O Technology proficiency is a district requirement.
- O Technology proficiency is preferred, but not required.
- O Technology proficiency is not a consideration.
- O Can't answer: hiring is done at the school level.

10. How have district technology proficiency standards affected practicing teachers?

Teachers are not required to meet district proficiency standards	○

	YES	NO
Are **currently** required to meet proficiency standards (e.g., a requirement for teacher re-certification):		
Elementary school teachers	○	○
Middle school teachers	○	○
High school teachers	○	○
School librarians/Media specialists	○	○
Are **not currently**, but will be required to meet proficiency standards in the future: What year will the requirement take effect?		
Elementary school teachers	○	○
Middle school teachers	○	○
High school teachers	○	○
School librarians/Media specialists	○	○

11. What forms of technology support does your district provide? What is the primary means for meeting the need for each type of technical support?

Type of technical support	WE DO NOT PROVIDE THIS TYPE OF SUPPORT	PRIMARY SOURCE OF TECHNICAL SUPPORT (SELECT ONE):						
		No one person is responsible for this	School staff assigned part-time	School staff assigned full-time	District staff responsible for multiple schools	A district provided help desk	An outside contractor or vendor	Other. Please specify:
Installing equipment and networks	○	○	○	○	○	○	○	
Troubleshooting and maintaining equipment and networks	○	○	○	○	○	○	○	
Installing operating systems and software	○	○	○	○	○	○	○	
Troubleshooting and maintaining operating systems and software	○	○	○	○	○	○	○	
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	○	○	○	○	○	○	○	
Selecting and acquiring computer-related hardware, software and support materials for schools	○	○	○	○	○	○	○	
Other. Please specify:	○	○	○	○	○	○	○	

12. How well is your district able to meet the need for specific types of technical support?[9]

Type of technical support	IF YOUR DISTRICT PROVIDES THIS TYPE OF TECHNICAL SUPPORT: HOW WELL IS THE NEED FOR SUPPORT MET?		
	Not very well	Fairly well	Extremely well
Installing equipment and networks	O	O	O
Troubleshooting and maintaining equipment and networks	O	O	O
Installing operating systems and software	O	O	O
Troubleshooting and maintaining operating systems and software	O	O	O
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	O	O	O
Selecting and acquiring computer-related hardware, software and support materials for schools	O	O	O
Other. Please specify:	O	O	O

13. Are teachers who serve as technology resources in the schools provided stipends or release time?

- O Yes
  If yes, what is the average stipend or amount of release time? _____
- O No
- O Can't answer: decision is made at the school level.

14. Do students serve as technology resources in the schools?

- O Yes
- O No
- O Can't answer: use of student technicians is decided at the school level.

15. Please tell us about your district's staffing levels for educational technology support by filling in the table below:

Educational Technology Staff Member and Title	Primary Responsibilities (e.g., providing technical support, providing professional development)	FTE	Salary Range

[9] Only the forms of technical support that the district makes available (as reported from Q11) will be shown to the respondent in Q12.

SECTION V. TECHNOLOGY AND INSTRUCTION: EQUIPMENT AVAILABILITY AND USE

One of the national technology goals is "All teachers and students will have modern computers in their classrooms." Please answer the following questions about equipment availability and use in your district.

1. Please tell us about the amount of equipment that was available in your district as of June 30, 1997 (i.e., at the end of the 1996 – 1997 school year).

The pre-filled information for Question 1 was taken from the 1997 Market Data Resources (MDR) Annual Technology Survey. Because MDR uses estimates to replace any missing data, the information may not be correct. We ask that you take a few moments to review the pre-filled information for accuracy. Please make any necessary corrections in the space provided.

Type of Computer (including laptops)	TOTAL NUMBER AVAILABLE	NUMBER AVAILABLE IN...			
		Classrooms	Computer Labs	Library or Media Center	Administrative Offices
Multimedia (any brand) MDR defines "multimedia computer" as a computer that has a sound card and a CD-ROM drive	*pre-filled*	*pre-filled*	*pre-filled*	*pre-filled*	*pre-filled*
Not multimedia (all others)	*pre-filled*	*pre-filled*	*pre-filled*	*pre-filled*	*pre-filled*

2. Please tell us about the amount of equipment available in your district as of June 30, 2000 (i.e., at the end of the 1999 – 2000 school year).

Type of Computer (including laptops)	TOTAL NUMBER AVAILABLE	NUMBER AVAILABLE IN...			
		Classrooms	Computer Labs	Library or Media Center	Administrative Offices
Multimedia (any brand) MDR defines "multimedia computer" as a computer that has a sound card and a CD-ROM drive					
Not multimedia (all others)					

3. To what degree have the following been barriers to the expanded use of educational technology?

	NOT A BARRIER	MINOR BARRIER	MAJOR BARRIER
Hardware Resources			
Insufficient number of computers	O	O	O
Insufficient number of peripheral devices	O	O	O
Insufficient number of other types of technology hardware (e.g., graphing calculators, TVs)	O	O	O
Internet Resource Quality			
Internet connections aren't fast or reliable enough for use during instruction	O	O	O
A lack of age-appropriate or educationally-relevant Web sites for students	O	O	O

BEST COPY AVAILABLE

	NOT A BARRIER	MINOR BARRIER	MAJOR BARRIER
Software Resources			
A lack of age-appropriate or educationally-relevant software resources	O	O	O
A lack of software products aligned with State standards	O	O	O
Logistical/Other Barriers:			
Lack of trained technical staff available for:	O	O	O
...product and service acquisition	O	O	O
...installation	O	O	O
...equipment maintenance	O	O	O
School building electric power supply and wiring	O	O	O
School building HVAC (heating, ventilation, air conditioning)	O	O	O
School building security	O	O	O
Lack of space in school buildings	O	O	O
Lack of adequately trained administrators	O	O	O
Lack of adequately trained teachers and other instructional staff	O	O	O
Other. Please specify:	O	O	O

SECTION VI. TECHNOLOGY AND INSTRUCTION: USE OF SOFTWARE AND ONLINE RESOURCES IN THE CURRICULUM

One of the national technology goals is "Effective and engaging software and online resources will be an integral part of every school curriculum." Please tell us about the ways in which the district is promoting different uses of software by answering the following questions.

1. Does your district have technology standards for students (e.g., standards regarding proficiencies, uses of technology)? How were they developed?

Our district does not have technology standards for students	○

If the district has technology standards for students, how were they developed?	YES	NO
The district uses the same standards as the State.	○	○
We **adopted** the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards. Please specify which organizations or entities:	○	○
We developed our own technology standards, which were **adapted** from various sources. Please specify whose standards were adapted or used as models for your district's purposes:	○	○
Other. Please specify:	○	○

2. To what extent does the district promote various ways students can use computers?[10]

Student use of computers is not promoted at the district level (i.e., it is promoted at another level, such as the school).	○

The district promotes <u>student</u> use of computers for:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
...obtaining information related to course content (e.g., doing research for a project)	○	○	○
...practicing and mastering skills	○	○	○
...presenting information to an audience	○	○	○
...analyzing information and solving problems	○	○	○
...working collaboratively with other students	○	○	○
...producing multimedia or video reports/projects	○	○	○
...expressing themselves in writing	○	○	○
...communicating electronically with other people	○	○	○
...improving students' computer skills	○	○	○
Other. Please specify:	○	○	○

[10] If the district does not promote any specific student uses of computers, the interactive version will bring the respondent automatically to Q4.

3. How is the district promoting various types of student use of computers? To what extent does the district use the following strategies/policies?

The district promotes student use of computers by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Providing the appropriate software to schools (through district purchasing or by giving schools funds earmarked for educational software)	O	O	O
Recommending the use during the course of professional development activities	O	O	O
Including the use in the curriculum (as "good practice" or in model lessons given to teachers)	O	O	O
Ensuring that the use is included in other district documents as a good example of integration technology in the curriculum	O	O	O
Implementing a policy that building-level technical assistance is available at all schools	O	O	O
Requiring educational technology training	O	O	O
Offering optional educational technology training	O	O	O
Providing mentor follow-ups to training	O	O	O
Providing within-district trainers	O	O	O
Providing outside-district trainers	O	O	O
Providing online support	O	O	O
Partnering with institutions of higher education	O	O	O
Offering demonstrations	O	O	O
Other (Please specify)	O	O	O

4. Are there written district policies regarding the appropriate use of computers and the Internet by students and/or teachers?

For Teachers	For Students
O Yes O No	O Yes O No

5. What types of policies and/or procedures does your district use to ensure appropriate use of computers?

District computer use policy	YES	NO
Students must sign a "contract" agreeing to use computers for appropriate purposes	O	O
Teachers and librarians/media specialists use classroom management techniques to monitor use and instruct students on appropriate use	O	O
Teachers and librarians/media specialists receive professional development on the appropriate use of the Internet in their classrooms	O	O
Filters (i.e., a mechanism to limit Internet access to certain forms of information) are installed on computers	O	O
Other. Please specify:	O	O

SECTION VII. TECHNOLOGY AND INSTRUCTION: CONNECTIVITY TO NETWORKS AND THE INTERNET

One of the national technology goals is "Every classroom will be connected to the Internet." Please tell us about your district's network and Internet connectivity by answering the following questions.

1. How does the greatest percentage of instructional computers connect to the Internet?

Type of Internet connection:	YES	NO
Modem line (dial-out)	O	O
T1 line	O	O
T3 line	O	O
DSL line	O	O
ISDN line	O	O
Other. Please specify:	O	O

2. What is the top speed of the Internet connection for the greatest percentage of instructional computers? Please select one.

If your speed is not listed, please choose the number that is closest.

- O 28.8 K or slower
- O 56 K
- O 256 K
- O 512 K
- O 1.5 M (also known as T1)
- O 45 M (also known as T3)
- O Other. Please specify: _____
- O Don't Know

SECTION VIII. EVALUATION OF TECHNOLOGY INITIATIVES

An important aspect of program implementation is evaluation of the program itself. Please tell us about the ways your district is assessing the impact of its technology initiatives.

1. Did the district conduct, or is the district planning to conduct any evaluations of its educational technology initiatives? If so, why were district evaluations of educational technology conducted?

The district did not and is not planning to conduct any evaluations of educational technology. [11]	O

Evaluations were conducted because of a:	**YES**	**NO**
Evaluations were a component of the district technology plan	O	O
For accountability purposes	O	O
For program improvement	O	O
To provide data to schools and the district	O	O
To collect information for use in district-level decision-making	O	O
To qualify for E-Rate	O	O
Evaluations were a federal requirement	O	O
Evaluations were a State requirement	O	O
Evaluations were a requirement for private funding	O	O
Other. Please specify:	O	O

2. What data does your district collect (or plan to collect) to evaluate the use of educational technology? Please include data gathered by the district itself and data obtained from a third party (e.g., State, commercial data provider).

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Professional Development Related to the Use of Technology for Instruction				
Numbers of teachers receiving professional development	O	O	O	O
Duration of professional development for teachers	O	O	O	O
Content of professional development for teachers	O	O	O	O
Number of courses taken/continuing education credits earned	O	O	O	O
Technical Support for Teachers				
Amount of technical assistance for teachers (e.g., number of support requests fulfilled; number of support staff available)	O	O	O	O
Quality of technical assistance for teachers (e.g., response time to support requests; ratings of effectiveness of assistance given)	O	O	O	O
Availability of Modern Computers in the Classroom				
Hardware inventory (e.g., numbers of computers, peripherals)	O	O	O	O

[11] If no evaluations were collected the respondent will be brought to Q11 automatically.

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Security procedures	O	O	O	O
Status of implementation (e.g., has the equipment been installed)	O	O	O	O
Student access to computers in instructional contexts (e.g., types of computers available, location of equipment)	O	O	O	O
Access to technology in high poverty schools	O	O	O	O
Use of technology in high poverty schools	O	O	O	O
Amount of time students use technology	O	O	O	O
Student home access to computers	O	O	O	O
Student community access to computers	O	O	O	O
Connectivity to the Internet				
Student school access to the Internet	O	O	O	O
Student home access to the Internet	O	O	O	O
Student community access to the Internet (e.g., in community centers or libraries)	O	O	O	O
Counts or percentages of classrooms and schools networked to a LAN or WAN	O	O	O	O
Student home access to the LAN or WAN	O	O	O	O
Student community access to the LAN or WAN	O	O	O	O
Making Software and Online Resources an Integral Part of Every School Curriculum				
Amount of software available (e.g., how many computers have a specific type of software installed)	O	O	O	O
Types of software available (e.g., word processing, graphics, skill exercises or practice programs)	O	O	O	O
Other. Please specify:	O	O	O	O

3. What outcome data related to educational technology does your district collect (or plan to collect)? Please include data gathered by the district itself and data obtained from a third party (e.g., State, commercial data provider).

Technology-related outcome data being collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Teacher Outcomes				
Teacher technology proficiency	O	O	O	O
Teacher use of technology in preparing lessons	O	O	O	O
Teacher use of technology during instruction	O	O	O	O
Teacher use of computerized testing	O	O	O	O
Teacher use of student performance data to improve instruction	O	O	O	O
Teacher integration of technology into subject area lessons	O	O	O	O
Teacher collaboration using technology	O	O	O	O

Technology-related outcome data being collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Role of technology in classroom organization	O	O	O	O
Quality of teaching using technology	O	O	O	O
Teacher attitudes towards technology	O	O	O	O
Student Outcomes				
Student technology proficiency	O	O	O	O
Purposes for which students use technology	O	O	O	O
Impact of technology on student achievement on State or local assessments	O	O	O	O
Impact of technology on improving students' critical thinking strategies	O	O	O	O
Impact of technology on improving students' achievement in core subject areas	O	O	O	O
Students' attitudes towards technology	O	O	O	O
Impact of technology on other student-related outcomes such as educational aspirations, dropout rates or attendance. Please specify:	O	O	O	O
Parental Outcomes				
Impact of technology on parental satisfaction	O	O	O	O
Impact of technology on parental involvement	O	O	O	O
Parental attitudes towards technology	O	O	O	O
Impact of technology on communication with parents	O	O	O	O
Administrator Outcomes				
Impact of technology on administrative efficiency	O	O	O	O
Administrators' attitudes toward technology	O	O	O	O
Administrators' use of technology	O	O	O	O
Other Outcomes. Please specify:	O	O	O	O

4. Does the district evaluate its technology-related professional development activities?

- O No.
- O Yes, but the results of the evaluation are not available.
- O Yes, the results of the evaluation are available.

5. How does (or will) the district evaluate teacher proficiency in technology?[12]

Method of assessment	YES	NO
Completion of a specific number of hours of technology-related pre-service training or in-service professional development	O	O
Paper and pencil assessment	O	O

[12] Q5 will be asked only if the response to the "Teacher technology proficiency" option in Q3 was rated as "Collected on a regular basis (at least every 2 years)" or "Collection is planned."

Computerized performance assessment	O	O
Classroom observation	O	O
Portfolios	O	O
Other. Please specify:	O	O

6. How does (or will) the district evaluate student proficiency in technology?[13]

Method of assessment	YES	NO
Completion of a required class in technology	O	O
Paper and pencil assessment	O	O
On-line performance assessment	O	O
Classroom observation	O	O
Portfolios	O	O
Other. Please specify:	O	O

7. If the district has assessed (or is planning to assess) the impact of technology on student outcomes, which subject areas and grade levels were (will be) assessed?[14]

	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Language Arts	O	O	O
Mathematics	O	O	O
Science	O	O	O
Social Studies	O	O	O
Other. Please specify:	O	O	O

8. Have the results of district evaluations of the use of educational technology been reported? If so, who received the information? How was the information reported?

Results of district evaluations of educational technology have not been reported	O

	YES	NO	DON'T KNOW
Who received the information:			
Legislators	O	O	O
The State	O	O	O
Schools	O	O	O
Parents	O	O	O
Media	O	O	O
Other. Please specify:	O	O	O

[13] Q6 will be asked only if the response to the "Student technology proficiency" option in Q3 was rated as "Collected on a regular basis (at least every 2 years)" or "Collection is planned."

[14] Q7 will be asked only if the response to the "Student technology proficiency" option in Q3 was rated as "Collected on a regular basis (at least every 2 years)" or "Collection is planned."

	YES	NO	DON'T KNOW
How information was reported:			
Meetings	O	O	O
Newsletters	O	O	O
Published report (e.g., technical report)	O	O	O
Web site	O	O	O
Press release	O	O	O
Other. Please specify:	O	O	O
Is the report available electronically? If so, please list the URL:	O	O	O

SECTION IX. RESPONDENT BACKGROUND AND FINAL THOUGHTS

This final section of the survey focuses on you, the District Technology Coordinator. We would like to learn a little bit about your background and training, so that we can develop a portrait of the characteristics of District Technology Coordinators. We are also using this section as a way of offering you a chance to voice any comments you have about the TLCF or about this survey. Please answer the following questions:

1. Which of the following most closely describes your job title? Check as many as apply.

- O District Superintendent
- O Assistant Superintendent
- O Technology Coordinator/Director
- O Division Director (e.g., Director of Curriculum)
- O Principal/Assistant Principal
- O Teacher
- O Researcher/Evaluator
- O Professional Development Specialist
- O Other. Please specify: _____

2. What percentage of your work time is spent in the following tasks?

What percentage of your work time is spent on	NONE	1-25%	26-50%	51-75%	76-100%
...classroom teaching?	O	O	O	O	O
...general administration?	O	O	O	O	O
...media specialization?	O	O	O	O	O
...research/evaluation?	O	O	O	O	O
...curriculum development?	O	O	O	O	O
...providing technical support? (e.g., supporting technology, computers or networks)	O	O	O	O	O
...providing professional development?	O	O	O	O	O
...receiving professional development?	O	O	O	O	O
Other. Please specify:	O	O	O	O	O

3. How long have you been in your current (or similar) position?

- O less than one year
- O 1-3 years
- O 4-6 years
- O 7-9 years
- O 10 years or more

4. How long have you been employed within your current district?

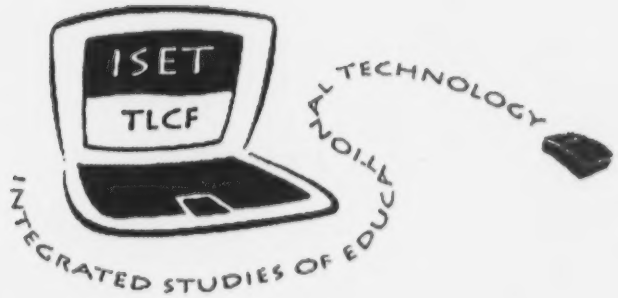
- O less than one year
- O 1-3 years
- O 4-6 years
- O 7-9 years
- O 10 years or more

5. In your undergraduate and/or graduate training, did you study with a special emphasis on any of the following areas?

Subject Area	YES	NO
Administration	O	O
Teaching elementary school (PK-5)	O	O
Teaching middle school (6-8)	O	O
...specializing in mathematics	O	O
...specializing in science	O	O
...specializing in language arts	O	O
...specializing in social studies	O	O
Teaching high school (9-12)	O	O
...specializing in mathematics	O	O
...specializing in science	O	O
...specializing in language arts	O	O
...specializing in social studies	O	O
Curriculum Development	O	O
Professional Development	O	O
Educational Technology	O	O
Computer Systems	O	O
Media Coordinator	O	O

THANK YOU!
WE ARE VERY GRATEFUL FOR YOUR CONTRIBUTIONS TO THIS PROJECT.

If you have any questions about this survey, please contact Teresa Garcia at tgarcia@air.org, or call toll-free, at 1-888-944-5001 (select Option 3). All study participants will be notified of the availability of the final report once it is completed. Please use the space below to share any comments or thoughts you have about this survey. Thank you very much for your time.



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

SURVEY OF DISTRICT DIRECTORS OF TECHNOLOGY

FISCAL SURVEY
INFORMATION ON EXPENDITURES AND SOURCES OF FUNDS FOR EDUCATIONAL TECHNOLOGY
FALL 2000

PLEASE COMPLETE THE FOLLOWING

Participant ID#

District Name
Name of Technology Coordinator _____ Phone
Fax _____ E-mail Address
Person Completing form (if same, please indicate):
Name _____Title
Phone _____ Fax _____ E-mail

American Institutes for Research
1000 Thomas Jefferson St. NW
Suite 400
Washington, DC 20007
1-888-944-5001

Public reporting burden for this collection of information is estimated to average about 180 minutes per response, including the time for reviewing instructions, searching exising data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0179 ▯ Approval Expires 6/30/2001

BACKGROUND INFORMATION

PLEASE READ:

To better understand the role and use of information technology in schools, the U.S. Department of Education has contracted with SRI International, The Urban Institute, and the American Institutes for Research to conduct linked studies on the availability and use of educational technology among states, school districts, schools, and teachers across the country. Collectively, these research and evaluation efforts are referred to as the *Integrated Studies of Educational Technology (ISET)*, and will comprise one of the largest and most comprehensive national studies on the role of technology in American elementary and secondary schools to date.

This survey of district directors of technology is designed to capture detailed information for the year 1999-2000 about the amount expended on various technology activities and sources of revenue for technology expenditures.

While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. A copy of the final report will be made available to you. As a token of our appreciation, respondents will receive a $40 gift certificate from Amazon.com.

To help you complete this survey, the following definitions are provided.

DEFINITIONS:

Technology Expenditures—Money spent on equipment, software, connectivity, professional development, maintenance, technical assistance, for staff time, administration or other activities related to implementation of educational technology.

Technology Literacy Challenge Fund (TLCF)—The TLCF is a source of funds for technology expenditures under Title III of the Improving America's Schools Act.

Distance Learning—Refers to the delivery of education or training through electronically mediated instruction where the instructor and the learner are geographically separated. (This includes the use of one- and two-way audio, one- and two-way video, and on-line delivery of instruction.)

Local Area or Wide Area Network (LAN, WAN)—A collection of computers linked together for the purpose of sharing files and hardware such as printers.

Internet Service Provider—A company that provides access to the Internet and e-mail.

PLEASE NOTE:

IF YOU HAVE NOT COMPLETED THE IDENTIFICATION INFORMATION ON THE COVER PAGE, PLEASE DO SO NOW!

The first question on this survey asks about your total expenditures for technology from all sources for the last school year. This question also asks about expenditures, if any, supported by TLCF funds.

1. **During the 1999-2000 school year, what were your total expenditures on technology?**

   A. Please report in COLUMN A below your total expenditures on various components of technology from all sources (e.g., state and local funds, federal programs, and private sources).
   Did your district expend TLCF dollars on technology in 1999-2000?
   ☐ Yes In COLUMN B, please report only the amounts expended from any **TLCF funds** received by your district. *If your district did not expend please leave column B blank.*

   ☐ No Complete COLUMN A ONLY

1999-2000 School Year		
Technology Expenditures	**Amount expended from:**	
	(A) All Sources	**(B) TLCF Funds Only**
1.1. How much money was expended for equipment and software?		
How much of this expenditure for equipment and software was for: Instructional uses?		
Administrative and other uses?		
1.2. How much money was expended for connectivity with the Internet or networks (local area or wide area networks)?		
How much of this expenditure for connectivity or networks was for: Wiring and infrastructure?		
Services (e.g., cost of internet service provider)?		
1.3. How much money was expended for program administration?		
How much of the expenditure for program administration was for: Administrative salaries (e.g., Technology or Network Coordinators)?		
Evaluation of technology reform efforts?		
1.4. How much was expended for professional development?		
How much of the expenditure for professional development was for: Salaries of those providing training?		
Release time, participant costs and other expenses of training recipients?		
Contracted services?		
Other professional development expenses (e.g., tuition, instructional materials)?		
1.5. How much was expended for any other support of technology programs?		
How much of the expenditure for these other support functions was for: Technical maintenance of hardware?		
Technical support of software?		
1.6. How much was expended for uses not included above? Please specify:		
TOTAL AMOUNT EXPENDED ON TECHNOLOGY in 1999-2000		

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2. For the last school year, about how much of the money spent on educational technology in the district came from each of the following sources?

Source of Funding	
STATE AND LOCAL FUNDS	
District general fund	
State categorical programs	
Bond proceeds used for technology	
Other sources. Please specify:	
FEDERAL PROGRAMS	
Title I, Part A	
Title II, Eisenhower Professional Development	
Title III, Technology Literacy Challenge Fund	
Title VI, Innovative Education Program Strategies	
Goals 2000	
E-Rate Reimbursements	
Other sources. Please specify:	
PRIVATE SOURCES	
Monetary Support (e.g., grants from private foundations, parent organizations, etc). Please specify sources:	
In-kind contributions *(from telecommunications industry)*	
Other sources. Please specify:	
TOTAL FUNDS USED FOR TECHNOLOGY	
	1999-2000

PLEASE DO THE FOLLOWING BEFORE GOING ON TO QUESTION 3: Compare the amounts you've just entered in question 2 for the "total funds used for technology" to the "total amount expended on technology" the TLCF Funds Only (Column B) in question 1. If the amounts differ by five percent or more, you need to explain the difference. You may either change your answers in question 1, to match what you reported in question 2, OR provide the reason for this discrepancy in the appropriate space provided.

REASON FOR DISCREPANCY for 1999-2000 school year:

3. Have you used TLCF funds to support the acquisition of equipment and/or services using the E-Rate program? That is, have TLCF funds been used to make up the difference (or a portion of the difference) between the total costs of the equipment and services and the amount of the E-Rate subsidy? (Complete this question only if you have data entries for E-Rate Reimbursements in Question 2.)

☐ Yes, TLCF funds were used in this way.

☐ No, TLCF funds were not used in this way.

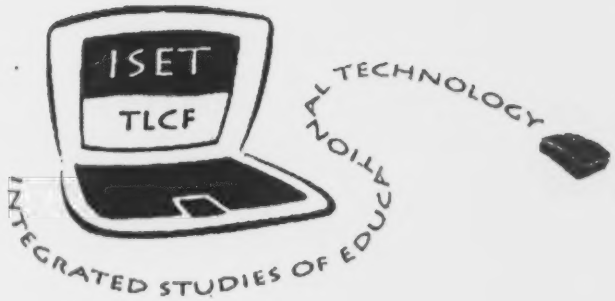
4. Has distance learning in your district been funded by any of the following programs? By distance learning, we mean activities whose primary or exclusive goal the delivery of education or training through electronically mediated instruction where the instructor and the learner are geographically separated. (This includes the use of one- and two-way audio, one- and two-way video, and on-line delivery of instruction.)

	YES / NO
TLCF	☐ Yes ☐ No
Star Schools	☐ Yes ☐ No
Technology Innovation Challenge Grant	☐ Yes ☐ No
Other Federal Programs	☐ Yes ☐ No
State-sponsored initiatives	☐ Yes ☐ No
Locally developed and supported initiative	☐ Yes ☐ No
Funded through private sources	☐ Yes ☐ No
Other. Please specify:	☐ Yes ☐ No

5. Please tell us about your district's plans for continuing support for activities funded by the TLCF. (This question will be asked only of those respondents who have expended TLCF Funds during the 1999-2000 school year.)

THANK YOU!

If you have any questions about this survey, please contact Marie Dalldorf at title3@air.org, call toll-free, 1-888-944-5001 or fax 650-858-0958. All study participants will be notified of the availability of the final report once it is completed. Please use the space below to share any comments or thoughts you have about this survey. Once the completed survey is returned to AIR, you will receive information about how to obtain your $40 Amazon.com gift certificate. Again, thank you very much for your time!



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW E-RATE SURVEY

FALL 2000

PLEASE NOTE:
THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS. BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE VERSION WILL *LOOK DIFFERENT* FROM THIS HARD COPY OF THE E-RATE SURVEY, BUT WILL HAVE THE SAME CONTENT.

The Urban Institute
2100 M St., NW
Washington, DC 20037
(Toll-free number TBA)

Public reporting burden for this collection of information is estimated to average about 120 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0189 | Approval Expires 09/30/2001

To better understand the role and use of information technology in schools, the U.S. Department of Education has contracted with SRI International, The Urban Institute, and the American Institutes for Research to conduct linked studies on the availability and uses of educational technology among states, school districts, schools, and teachers across the country. Collectively, these research and evaluation efforts are referred to as the *Integrated Studies of Educational Technology*, and will comprise one of the largest and most comprehensive national studies on the role of technology in American elementary and secondary schools to date.

This survey of schools is designed to capture detailed information about the nature and adequacy of educational technology in the Nation's public schools. While you are not required to respond, your cooperation is needed to make the results of this survey of educational technology comprehensive, accurate, and timely. Thank you for your participation in this important study.

DEFINITIONS

Educational Technology — A variety of technologies used to support instruction such as: computers, (laptops, desktops, etc.) telecommunications, (Internet, Local networks, etc.) digital cameras, peripheral devices, (printer, scanner, etc.) graphing calculators, and software.

Distance learning – Refers to the transmission of information from one geographic location to another via various modes of telecommunications technology.

E-mail (Electronic mail) – Refers to text messages transmitted across networks and usually accessible only by the addressee.

Full-Time Equivalent (FTE)— this is a measure of your staff capacity that is calculated by adding the number of full-time staff to the sum of the "fractional" part-time staff. For example, a 50% staff person, and two 25% person staff equal one (1) full-time equivalent (0.5 + 0.25 + 0.25 = 1.0).

Multimedia – Refers to the use of a computer to produce any combination of text, full color images and graphics, video, animation, and sound.

Instructional rooms - refers to rooms in the school building used for any instructional purposes (includes classrooms, labs, library/media centers, art rooms, rooms used for vocational or special education, etc.).

Types of Internet Connections:

- **Cable modem** - provides greater bandwidth from Internet Service Providers that enables faster data transfer than is possible using a 33.6 kbps modem, 56 kbps modem, or 128 kbps ISDN connection. Cable networks are supplied by cable companies and generally use fiber-optic cabling to form connections, although some cable companies may rely on co-axial cabling.
- **DS1** - refers to a digital transmission speed of 1.544 Mega (million) bits per second.
- **DS3** - refers to a digital transmission speed of 45 Mega (million) bits per second.
- **Dial-up connection** - customer is only connected to the Internet when his/her modem dials the Internet Service Provider's telephone number to establish the connection.
- **56Kb** - a digital transmission speed of 56 Kilo (thousand) bits per second.
- **Fractionalized T1** - T1 line that is split to allow for data communication and voice communication (as opposed to a T1 line used for data communication only).
- **Fractionalized T3** - T3 line that is split to allow for data communication and voice communication (as opposed to a T3 line used for data communication only).
- **ISDN (Integrated Services Digital Network)** - phone line that moves data digitally and integrates voice and data.
- **T1** - refers to a digital transmission speed of 1.536 Mega (million) bits per second.
- **T3** - refers to a digital transmission speed of 45 Mega (million) bits per second.

1. Your E-Mail Address: _____

2. a. National Center for Educational Statistics (NCES) number: *pre-filled*

   b. District or School name: *pre-filled*

3. For which years did you apply for E-Rate funding? When were you notified of your funding commitment? (Check one under applied for each year, and if applied is "yes," check one under "receipt of commitment" for each year)

	APPLIED?		RECEIPT OF COMMITMENT?						
	YES	NO	Not Approved	Fall '98	Spring/ Summer '99	Fall '99	Spring/ Summer '00	Fall '00	Don't Know
Year One (1/98-6/99)	○	○ →	○	○	○	○	○	○	○
Year Two (7/99-6/00)	○	○ →	○	○	○	○	○	○	○
Year Three (7/00-6/01)	○	○ →	○	○	○	○	○	○	○

4. Approximately how many vendors responded to your E-Rate application for the most recent application year? ☐☐

5. Approximately how many hours of staff time were spent on the E-Rate application process in the most recent application year? ☐☐☐

6. Did you encounter any problems with the E-Rate application process during the most recent application year?
   - ○ Yes
   - ○ No (*Go to Q. 8*)

7. To what extent did you encounter the following difficulties with the E-Rate application process during the most recent application year? (Answer each item below)

Difficulty with E-Rate application process:	NOT AT ALL	SOME-WHAT	A GREAT DEAL
The information provided by the Schools and Libraries Division of the FCC was unclear	○	○	○
Getting required ID numbers for my district, schools, or libraries	○	○	○
Finding the requested information on our current educational technology resources	○	○	○
Getting the data needed to calculate our discount rate	○	○	○
Finding local vendors	○	○	○
Obtaining necessary information from the vendors	○	○	○
Finding vendors with the capacity to meet our needs	○	○	○
Completing an educational technology plan in order to be eligible for E-Rate	○	○	○
Dealing with changes to our requested equipment or services during the application period	○	○	○
Getting required signatures and/or other internal approvals	○	○	○
Delays in receiving funds from the SLD	○	○	○
Working within the constraints of State/district policies or procedures	○	○	○
Other. Please specify: _____	○	○	○

8. In your most recent E-Rate application, for what types of services or equipment was funding requested? (Answer each item below)

	YES	NO
Telecommunications Services		
Basic telephone service (local and long-distance service, toll charges, call blocking, local loops, local measured service, message rate service, paging service)	O	O
Cellular telephone service	O	O
Cable TV access, Video Service	O	O
Basic Exchange Telecommunications Radio Service (BETRS), Programmed Audio Service	O	O
Satellite service, Personal Communications Service (PCS)	O	O
Serial digital or regular video service	O	O
Telephone equipment (switches, CENTREX, frame relays, permanent virtual circuits)	O	O
Special data lines: Digital Subscriber Lines (any version of DSL), T-1 (fractionalized and Sub-T-1 facilities), Digital Signal 1 (DS-1), ISDN, SMDS	O	O
Homework hotline service	O	O
Distance Learning (Video and Audio Based), Interactive TV	O	O
Internal Connections		
Backbone cabling and other internal wiring	O	O
Local Area Network (LAN), Terminal Server	O	O
Data digital tape drive, RAID, Tape Backup	O	O
Servers and/or monitors	O	O
Private Branch Exchange (PBX), CENTREX console , switchboard, or printer, Relay I/O Module	O	O
Eligible software	O	O
Other adjunct equipment and services: Antennae, Automatic Route Selection (ARS), address blocking, battery module and backup, back up power supply, broadband amplifier, cable box, channel or data service unit, conduit, connector, coupler, DIMM, Ethernet cards, converters, and modules, FTP, FRAD, graphic cards/adapters, hard disk array control, line sharing device, media converter, medium access unit, network interface or multiport serial cards, network interface device, multiplexing, power conditioner, poles, and strips, raceway, routers, purchased satellite dishes, SNMP System Management Module, transceivers, TX or FX converter, UPS interface expander, wire manager, and other eligible services and equipment.	O	O
Programming Charges	O	O
Access to the Internet		
Internet access service	O	O
E-mail service	O	O
Satellite access to Internet and leased satellite dishes	O	O
Browser	O	O
Firewall service	O	O
Web site and domain name creation	O	O
System Improvements and Upgrades	O	O

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9. What sources of technical assistance did you receive to complete your most recent E-Rate application? How would you rate the effectiveness of the assistance you obtained? (Answer each item below)

TYPE OF TECHNICAL ASSISTANCE	SOURCE OF ASSISTANCE OBTAINED?			IF OBTAINED: HOW USEFUL WAS THE ASSISTANCE?		
	Yes	No	Don't know	Not at All Useful	Moderately Useful	Very Useful
FROM THE STATE OR DISTRICT:						
Conference or regional briefings to discuss application requirements	O	O	O →	O	O	O
Training sessions for application writing	O	O	O →	O	O	O
Training sessions for developing educational technology plans	O	O	O →	O	O	O
Feedback on educational technology plans	O	O	O →	O	O	O
Visits by state or district staff	O	O	O →	O	O	O
Telephone/e-mail help lines	O	O	O →	O	O	O
Web-based materials	O	O	O →	O	O	O
E-mail distribution list or listserv	O	O	O →	O	O	O
Sample technology plans (whole or pieces of applications)	O	O	O →	O	O	O
Sample successful applications	O	O	O →	O	O	O
Other. Please specify: _____	O	O	O →	O	O	O
FROM THE FEDERAL GOVERNMENT:						
Schools and Libraries Division of the FCC (including from their website)	O	O	O →	O	O	O
Regional Technology in Education Consortium (R*TEC)	O	O	O →	O	O	O
Regional Education Laboratories	O	O	O →	O	O	O
Other. Please specify:_____	O	O	O →	O	O	O
FROM COMMERCIAL SOURCES:						
Equipment and/or service vendors	O	O	O →	O	O	O
Other. Please specify:_____	O	O	O →	O	O	O
OTHER GROUPS:						
A professional organization (e.g., American Federation of Teachers, National Education Association, American Association of School Administrators, National School Board Association)	O	O	O →	O	O	O
International Society for Technology in Education	O	O	O →	O	O	O
An institution of higher education	O	O	O →	O	O	O
Other. Please specify: _____	O	O	O →	O	O	O

10. **Has your district/school ever been part of an E-Rate consortium?**

- ○ Yes
- ○ No *(Go to Q.13)*

11. **If yes, what were the reasons for joining a consortium? (Answer each item below)**

	YES	NO
To simplify the application process	○	○
To increase the discount rate we would obtain	○	○
Other. Please specify: _____	○	○

12. **How are the E-Rate funds distributed to consortium members? (Check one)**

- ○ Based on enrollment
- ○ Based on poverty level
- ○ Based on need for equipment and services
- ○ Other. *Please specify:* _____

13. **Were any of the following influential in your district/school decisions about the use of E-Rate funds in your most recent application year? (Answer each item below)**

	NOT APPLICABLE OR DON'T KNOW	NOT AT ALL	SOMEWHAT	A GREAT DEAL
State policy guidance	○	○	○	○
District educational technology plans	○	○	○	○
District educational technology staff	○	○	○	○
District technology committee	○	○	○	○
District federal program staff	○	○	○	○
District curriculum/instruction staff	○	○	○	○
School board	○	○	○	○
School principal/school administrative team	○	○	○	○
School librarian or media specialist	○	○	○	○
Teachers	○	○	○	○
Parents	○	○	○	○
Community	○	○	○	○
Availability of other funds	○	○	○	○
Other. Please specify: _____	○	○	○	○

14. **Which of the following best describes how decisions are made, in general, regarding the use of E-Rate funds in your most recent application year? (Check one)**

- O All by the district
- O District with school input
- O Jointly by district and school
- O School with district input
- O School alone
- O Other. Please specify: _____

15. **In your most recent application year, were E-Rate subsidies targeted to specific types of schools in your district?**

- O Yes
- O No (Go to Q. 17)

16. **To which types of schools were E-Rate subsidies directed? (Answer each item below)**

	YES	NO
Schools that showed initiative in the application process	O	O
Schools receiving Title I funds	O	O
Schools with a large number of LEP students	O	O
Schools with a large number of students with disabilities	O	O
Low performing schools	O	O
High performing schools	O	O
Elementary schools	O	O
Middle/Junior high schools	O	O
High schools	O	O
High poverty schools	O	O
Schools demonstrating high technology need	O	O
Other. Please specify: _____	O	O

17. **In your most recent application year, approximately what percent of E-Rate funds were used to add new services or equipment (i.e., expanding current educational technology resources rather than upgrading or improving existing equipment or services)? _____%**

18. In your most recent application year, did you have a reason to acquire different equipment/services (or different quantities) than were specified in your original E-Rate application? For example, dropping prices could allow the acquisition of more telecommunications equipment than originally planned.

- O Yes
- O No (Go to Q.20)

19. What caused the change? (Answer each item below)

	YES	NO
New/better educational technology became available	O	O
Price changes affected the quantity that could be acquired	O	O
Other. Please specify: _____	O	O

20. Has the receipt of E-Rate subsidies resulted in the acquisition of additional funds or in-kind contributions from other sources? (Answer each item below)

	YES	NO
Additional funding for technology	O	O
Additional in-kind contributions	O	O

21. Were librarians/media specialists involved in your most recent E-Rate application process?

- O Yes
- O No

22. Were E-Rate discounts for school libraries or media centers specifically included as part of your most recent E-Rate application?

- O Yes
- O No

23. What effect has E-Rate funding had on school libraries or media centers? (Answer each item below)

	YES	NO
Improved connectivity to the Internet	O	O
Increased use of the library/media center	O	O
Greater role for the librarian/media specialist in supporting instruction	O	O

24. **Which of the following most closely describes your job title? (Check one)**

- ❍ District Technology Coordinator
- ❍ Other District Staff
- ❍ School Principal
- ❍ School Assistant Principal
- ❍ School Technology Coordinator/Teacher
- ❍ School Department Head
- ❍ Classroom Teacher
- ❍ Other. Please specify: _____

25. **Please share with us any comments you have regarding the E-Rate program, e.g., what has been the most important benefit of the program? What changes would you recommend to the program?**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

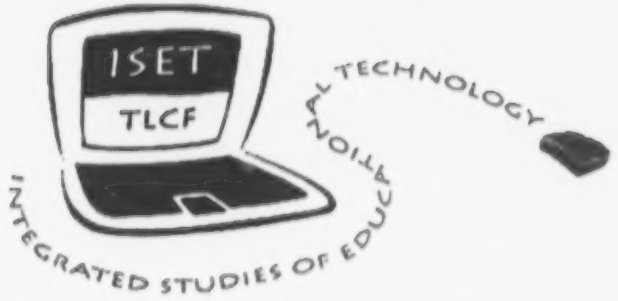
_____

_____

THANK YOU!

If you have any questions about this survey, please contact Kristen Olson at kolson@ui.urban.org. All study participants will be notified of the availability of the final report once it is completed. Thank you very much for your time.

_____



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW SCHOOL SURVEY

FALL 2000

http://www.ed.gov/Technology/iset.html

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Section I. School Background Information

1. a. School National Center for Educational Statistics (NCES) number: _____

   b. School name: _____

2. Your E-Mail address: _____

3. What type of school is this?

- ○ REGULAR elementary or secondary school
- ○ CHARTER school
- ○ Elementary or secondary school with a MAGNET or SPECIAL EMPHASIS — e.g., science/math, performing arts, foreign language, talented/gifted, etc. *Please identify the type of school.* _____
- ○ SPECIAL EDUCATION — primarily serves students with disabilities.
- ○ VOCATIONAL/TECHNICAL — primarily provides technical training.
- ○ ALTERNATIVE (not a charter) — offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.
  Please identify the special focus of this school. _____

If you answered "Charter school," do not complete this questionnaire. Please return the questionnaire in the enclosed self-addressed, stamped envelope. If you answered "regular," "magnet," "special education," "vocational/technical" or "alternative" school, please proceed to Question 4.

4. What was the total number of full-time equivalent (FTE) teachers (excluding classroom aides) in your school during the 1999-2000 school year? _____ FTE

5. What was the total number of full-time equivalent (FTE) librarians/media specialists in your school during the 1999-2000 school year? _____ FTE

6. What was the total enrollment of your school for the 1999-2000 school year? _____ students

7. What was the total students in your school with the following characteristics during the 1999-2000 school year? (Complete each item below)

	1999-2000 School Year
Number of students considered Limited English Proficient (LEP)	
Number of students with disabilities	
Number of students qualifying for free lunch	
Number of students qualifying for reduced-price lunch	
Number of students who are:	
American Indian or Alaskan Native (i.e., a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment)	
Asian, Native Hawaiian, or Other Pacific Islander (i.e., a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands Thailand, and Vietnam or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)	
Black or African American, not Hispanic (i.e., a person having origins in any of the black racial groups of Africa, including Haitian)	
Hispanic (i.e., a person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race)	
White, not Hispanic (i.e., a person having origins in any of the original peoples of Europe, the Middle East or North Africa)	

Section II. Educational Technology Planning

8. Does your school have a written plan for the acquisition and use of educational technology? (Check one)

- ○ Yes, we have developed a school-specific technology plan
- ○ Yes, we used a plan developed at the district or state level
- ○ Yes, we have adapted or modified a plan developed at the district or state level
- ○ No, we don't have a written plan (Go to Q. 11)

9. Was your school's technology plan developed... (Check one)

- ○ As part of a broader school improvement plan
- ○ Only to guide the acquisition and use of educational technology

10. To what extent did the following individuals or organizations contribute to the development of your school's educational technology plan? (Answer each item below)

We were guided by contributions from...	NOT APPLICABLE OR DON'T KNOW	NOT AT ALL	SOMEWHAT	A GREAT DEAL
...the Regional Technology in Education Consortium (R*TEC) or a federally-funded regional education laboratory	O	O	O	O
... the US Department of Education website	O	O	O	O
...a State education agency or other State organization	O	O	O	O
...an institution of higher education	O	O	O	O
... district or intermediate education unit	O	O	O	O
...school administrators (e.g., principal, assistant principal, site management team)	O	O	O	O
...teachers within the district (with or without educational technology responsibilities)	O	O	O	O
...librarians/media specialists	O	O	O	O
...a professional organization (e.g., American Federation of Teachers, National Education Association, American Association of School Administrators, National School Board Association)	O	O	O	O
...parents as individuals, or a formal parents association (e.g., PTA, PTO)	O	O	O	O
...students from within the district	O	O	O	O
...business, industry or public contributors/partners (including technology equipment and/or service vendors)	O	O	O	O
...local public library(libraries)	O	O	O	O
...an outside consultant (individual or firm) employed by the district	O	O	O	O

Other, please specify: _____

11. What are the major goals for the use of educational technology resources in your school? (Answer each item below)

My school's educational technology goals include:	YES	NO
Providing professional development for teachers on the use of educational technology (e.g., improve teacher technical skills)	O	O
Providing professional development for teachers on using technology to improve academic instruction	O	O
Using technology as a way to deliver professional development for teachers (e.g., provide access to distance learning opportunities)	O	O
Providing technical support for teachers (e.g., provide support personnel with expertise in computer, video, or network technologies)	O	O
Increasing the availability of modern computers in the classroom (e.g., providing enough computers to achieve a specific computer-to-student ratio)	O	O
Increasing connectivity to the Internet	O	O
Making software and online resources an integral part of our school curriculum (e.g., making available a large variety of drills, games and tutorial software for the full range of subjects taught)	O	O
Improving students' educational technology proficiency	O	O
Improving students' academic achievement	O	O
Supporting parental involvement (e.g., improve communication with parents)	O	O
Improving administrative efficiency (e.g., better record keeping and monitoring systems)	O	O
Other. Please specify:_____	O	O

12. Does your school collect information to track progress toward meeting your educational technology goals?

O Yes
O No (Go to Q. 15)

13. **What types of information are collected to track progress toward meeting your educational technology goals? (Answer each item below)**

	YES	NO
Basic information about computer facilities and capacity (e.g., the ratio of students to computers, speed of Internet connection)	O	O
Number of teachers requesting educational technology resources	O	O
Number of teachers who have participated in educational technology-related professional development	O	O
Professional development needs of teachers and other school staff	O	O
Teachers' computer literacy/skills	O	O
Students' computer literacy/skills	O	O
Amount of time students spend using computers	O	O
Amount of time students spend using the Internet	O	O
Other. Please specify:_____	O	O

14. **To what extent is information from this reporting incorporated into your school's planning for educational technology? (Check one)**

- O Very little
- O A moderate amount
- O A great deal

Section III. Resources for Educational Technology

15. **Did your school receive hardware, software, or funding for educational technology from any source other than the federal government, your state department of education, or your school district during the 1999-2000 school year?**

- O Yes
- O No (Go to Q. 17)

16. Who provided the educational technology support? What did they provide? (Check all that apply for each item below)

	None	Computers, peripheral devices, or software	Within-school wiring/ cabling or Internet connections	Technical support or training	Educational technology planning	Other
Businesses	○	○	○	○	○	○
Government agencies (excluding the federal government, state department of education, and your school district)	○	○	○	○	○	○
Non-profit agencies	○	○	○	○	○	○
Institutions of higher education (students and/or staff)	○	○	○	○	○	○
Parents	○	○	○	○	○	○
Other individual members of the community	○	○	○	○	○	○
School administrators	○	○	○	○	○	○
Teachers	○	○	○	○	○	○
Other school staff	○	○	○	○	○	○
Students	○	○	○	○	○	○
Other. Please specify: _____	○	○	○	○	○	○

16a. If you checked "Other," please indicate the educational support provided and the source for the support.

Source?	What was provided?
_____	_____
_____	_____
_____	_____

17. Has your school applied for E-Rate subsidies in any year?

○ Yes (*Go to Q.20*)
○ No

If you answered "Yes" to question 17, please complete the E-Rate survey module.

18. Do you know why your school has never applied for E-Rate subsidies?

○ Yes
○ No (*Go to Q.20*)

19. How much of a role did the following factors play in why your school has never applied for E-Rate funding? (Answer each item below)

	NONE	SOMEWHAT	A GREAT DEAL	DON'T KNOW
Our state or district obtained E-rate funds for us.	O	O	O	O
We did not know we were eligible.	O	O	O	O
We could not obtain the funds necessary to pay our school's share of the cost of E-Rate equipment and services	O	O	O	O
Existing telecommunications equipment and services are sufficient.	O	O	O	O
Lack of personnel with the expertise or experience to deal with the application process	O	O	O	O
Lack of personnel with the expertise or experience to acquire and install the eligible telecommunications equipment and services	O	O	O	O
Lack of financial resources needed to pay for the remaining cost of telecommunications equipment and services	O	O	O	O
Lack of an approved educational technology plan	O	O	O	O
State or district procurement procedures make it difficult to comply with the E-Rate requirements	O	O	O	O
The application process was too difficult	O	O	O	O
Other. Please specify:_____	O	O	O	O

Section IV. Equipment Availability and Use

20. How many total computers, by type and location, were available to teachers or other school staff to use during class time as of June 30, 2000? If you are not sure, just make your best estimate. Please fill in all items except where there is an X. If there are no computers of a certain type in a particular location, put a 0 in for that item.

TYPE OF COMPUTER (including laptops)	NUMBER AVAILABLE IN							
	Instructional Classrooms		Computer Labs		Library or Media Centers		Administrative Offices	
	Number Computers	Number Connected to the Internet	Number Computers	Number Connected to the Internet	Number Computers	Number Connected to the Internet	Number Computers	Number Connected to the Internet
Power Mac								
Other Apple/Macintosh								
Pentium with multimedia capabilities (e.g., sound card)								
Other PC (All Others)								
Graphing Calculators		XXXX		XXXX		XXXX		XXXX
Hand-held computer (e.g., Palm Pilot)								

21. Does your school have a "laptop" program in which students have school-supplied laptop computers for their individual use while they are in school as well as for use at home (include word-processing only machines such as "Dream Writer" and "Alpha Smarts")?

- O Yes
- O No (Go to Q. 23)

22. Approximately what percent of your students are participating in this laptop program? _____ %

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23. **How is the acquisition of educational technology resources determined within your school? (Answer each item below)**

	YES	NO
Acquisitions are determined by our technology plan	○	○
Teachers and/or librarians/media specialists request needed equipment and software	○	○
School technology coordinator makes decisions	○	○
A school educational technology committee decides what we need	○	○
The principal specifies school needs	○	○
Department heads request resources for their department	○	○
The district determines what we need	○	○
Other. Please specify:_____	○	○

24. **How are educational technology resources allocated to different teachers or classrooms within your school? (Answer each item below)**

	YES	NO
Treat all the same	○	○
Based on grade level	○	○
Based on subject area	○	○
Based on teacher educational technology skills	○	○
Based on student academic ability	○	○
Teachers who are interested and use computers receive increased resources	○	○
Other. Please specify: _____	○	○

25. To what extent are the following educational technology resources available to teachers in your school for instructional use? (Answer each item below)

	NOT AVAILABLE	AVAILABLE IN A FEW CLASSROOMS	AVAILABLE IN MOST OR ALL CLASSROOMS
Computers			
Laptop computers	O	O	O
Hand-held computers (e.g., PDAs)	O	O	O
Peripherals			
Printers	O	O	O
CD-ROM drive	O	O	O
CD-ROM read/write drive	O	O	O
Probes for collecting scientific data (e.g., temperature)	O	O	O
Microphones to use with computers	O	O	O
External computer speakers	O	O	O
DVD drive	O	O	O
Scanner	O	O	O
Jazz, Zip, or similar drive	O	O	O
Digital still camera	O	O	O
Digital video camera	O	O	O
Computer projector	O	O	O
Connectivity			
Internet access from school	O	O	O
Access to the school's computer network from home	O	O	O
Other Technology			
Telephones in classrooms	O	O	O
Voicemail for teachers	O	O	O
E-mail account for teachers	O	O	O
TV or VCR	O	O	O
Graphing calculators	O	O	O
Other. Please specify: _____	O	O	O

26. To what extent, if any, are each of the following a barrier to your school's ability to effectively use educational technology? (Answer each item below)

	NOT A BARRIER	SMALL BARRIER	MODERATE BARRIER	GREAT BARRIER
Hardware Resources				
Insufficient number of computers	O	O	O	O
Insufficient number of peripheral devices	O	O	O	O
Insufficient number of other technology hardware (e.g., graphing calculators, TVs)	O	O	O	O
Internet Resource Quality				
Internet connection isn't fast or reliable enough for use during instruction	O	O	O	O
A lack of age-appropriate or educationally-relevant websites for students	O	O	O	O
Software Resources				
A lack of age-appropriate or educationally-relevant software resources	O	O	O	O
A lack of software products aligned with state standards	O	O	O	O
Staff Resources				
Lack of trained technical staff available for:	O	O	O	O
... product and service acquisition	O	O	O	O
... installation	O	O	O	O
... equipment maintenance	O	O	O	O
Lack of administrative support	O	O	O	O
Lack of adequately trained teachers or other instructional staff	O	O	O	O
Lack of training opportunities for school staff	O	O	O	O
Infrastructure				
Inadequate school building ...	O	O	O	O
... space	O	O	O	O
... electric power supply and/or wiring	O	O	O	O
... HVAC (heating, ventilation, air conditioning)	O	O	O	O
... security	O	O	O	O
Other. Please specify: _____	O	O	O	O

27. To what extent have your school's educational technology resources been used outside the regular school day? (Answer each item below)

	NOT APPLICABLE	A LITTLE	A MODERATE AMOUNT	A GREAT DEAL
Parents and teachers communicate via email	O	O	O	O
Students access technology equipment as part of:				
Before- or after-school programs	O	O	O	O
Weekend instruction or programs	O	O	O	O
Summer school programs	O	O	O	O
Community members access technology equipment in the school outside of regular school hours	O	O	O	O
Adult education students access technology equipment in the school outside of regular school hours	O	O	O	O
Students use school-provided technology equipment at their homes	O	O	O	O

28. Does your school loan computers to students so that they can use the computers to study and do assignments at home?

- O Yes
- O No (Go to Q. 31)

29. Does your school loan desktops, laptops or both desktops and laptops? (Check one)

- O Desktops
- O Laptops
- O Both desktops and laptops

30. About what percentage of your students take advantage of this opportunity? (Check one)

- O 5% or less
- O 6-10%
- O 11-20%
- O Over 20%

31. Does your school have a written policy regarding appropriate use or computers and the Internet by teachers or students? (Answer each item below)

	YES	NO
For teachers	O	O
For students	O	O

32. What types of policies and/or procedures does your school use to ensure appropriate use of computers and the Internet BY STUDENTS? (Answer each item below)

	YES	NO
Students must sign a "contract" agreeing to use computers for appropriate purposes	○	○
Teachers and librarians/media specialists use classroom management techniques to monitor use and instruct students on appropriate use	○	○
Teachers and librarians/media specialists receive professional development on the appropriate use of the Internet in their classrooms	○	○
Filters (i.e., a mechanism to limit Internet access to certain forms of information) are installed on computers	○	○
Other. Please specify: _____	○	○

33. If your school uses filters, are the filters used on ALL computers used by students?
- ○ Yes
- ○ No → Which computers are excluded? _____
- ○ Don't know

34. Who controls the filter, especially decisions about what content or which websites are blocked? (Check one)

- ○ District-level staff
- ○ School principal
- ○ Classroom teacher
- ○ School educational technology coordinator/teacher
- ○ School librarian/media specialist
- ○ Other. Please specify: _____

Section V. Connectivity to Networks and the Internet

35. Of the instructional classrooms in your school, approximately how many are connected in the following ways, as of June 30, 2000? (Answer each item below)

	NONE	1-25%	26-50%	51-75%	76-100%
Linked to a local area network (LAN) (i.e., within your school)	○	○	○	○	○
Linked to a wide area network (WAN) (i.e., connections outside your school)	○	○	○	○	○
Connected to the Internet	○	○	○	○	○

36. What type of connection does your school use when connecting to the Internet? (Answer each item below)

	YES	NO
Dedicated line		
56kb	O	O
T1/DS1	O	O
Fractionalized T1	O	O
T3/DS3	O	O
Fractionalized T3	O	O
Dial-up connection	O	O
ISDN	O	O
Wireless connection	O	O
Cable modem	O	O
Other. Please specify:_____	O	O

37. Does your school use an Internet "hosting" service to maintain school and/or classroom information, and to support communication by staff, students or parents *(e.g., this includes services such as SCHOOLCRUISER.COM, MYSCHOOLONLINE.COM, POWERSCHOOL.COM, NSCHOOL.COM, GOTSCHOOL.COM, SCHOOLCITY.COM, LEARNINGBAYS.COM, or SCHOOLONE.COM)?*

- O Yes
- O No

38. Does your school use an Internet education "portal" to assist teachers, students, or parents in increasing their ability to find relevant resources on the Internet?

- O Yes
- O No

Section VI. Technical Support for Educational Technology

39. Who has primary responsibility for supporting educational technology in your school? (Check one)

- O Full-time, paid technology director/coordinator
- O Part-time, paid technology director/coordinator
- O District staff (including district-provided help desk)
- O Teacher or other staff as part of formal responsibilities
- O Volunteers (including teachers, other school staff, and community members)
- O Consultant/outside contractor
- O No one
- O Other. Please specify: _____

40. **What is the primary means for meeting the need for each type of educational technology technical support listed below? (Answer each item below)**

	THIS TYPE OF SUPPORT IS NOT PROVIDED	PRIMARY SOURCE OF TECHNICAL SUPPORT (SELECT ONE): Full-time, paid technology director/ coordinator	Part-time, paid technology director/ coordinator	District staff (including district-provided help desk)	Teacher or other staff as part of formal responsibilities	Volunteers (including teachers, other school staff, and community members)	Consultant/ outside contractor	Other
Installing equipment and networks	○	○	○	○	○	○	○	○
Troubleshooting and maintaining equipment and networks	○	○	○	○	○	○	○	○
Installing operating systems and software	○	○	○	○	○	○	○	○
Troubleshooting and maintaining operating systems and software	○	○	○	○	○	○	○	○
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	○	○	○	○	○	○	○	○
Selecting and acquiring computer-related hardware, software and support materials for schools	○	○	○	○	○	○	○	○
Other. Please specify: _____	○	○	○	○	○	○	○	○

41. **How well is your school able to meet its needs for technical support? (Answer each item below)**

	NOT VERY WELL	FAIRLY WELL	EXTREMELY WELL
Overall technical support needs	○	○	○
Installing equipment and networks	○	○	○
Troubleshooting and maintaining equipment and networks	○	○	○
Installing operating systems and software	○	○	○
Troubleshooting and maintaining operating systems and software	○	○	○
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	○	○	○
Selecting and acquiring computer-related hardware, software and support materials for schools	○	○	○
Other. Please specify: _____	○	○	○

42. **Is your school librarian/media specialist considered the technical expert or technology coordinator for your school?**

- O Yes
- O No

43. **How would you rate the ability of your school librarian/media specialist to assist and train students and teachers to effectively use educational technology? (Check one)**

- O Very High Ability
- O High Ability
- O Moderate Ability
- O Low Ability

44. **What is the role of your school librarians/media specialists in the area of educational technology? (Answer each item below)**

	YES	NO
Provide technical assistance or training on using educational technology to teachers	O	O
Help teachers with curriculum development or lesson plans	O	O
Help teachers find useful websites	O	O
Assist students with research projects using computers or the Internet	O	O
Provide direct instruction to students on using software applications or the Internet	O	O
Set up and/or maintain computer lab or other technology	O	O
Create and/or maintain school web page	O	O
Create and or maintain school record-keeping system	O	O
Other. Please specify:_____	O	O

Section VII. Technology and the Learning Environment

45. **Previously we asked you about your school's overall goals for the use of educational technology. Now, we want to know the extent to which your school is focusing on the various ways that students can use computers. (Answer each item below)**

Our school emphasized students' use of educational technology for...	NOT AT ALL	SOMEWHAT	A GREAT DEAL
... obtaining information related to course content (e.g., doing research for a project)	O	O	O
... practicing and mastering skills	O	O	O
... presenting information to an audience	O	O	O
... analyzing information and solving problems	O	O	O
... working collaboratively with other students	O	O	O
... producing multimedia or video reports/projects	O	O	O
... expressing themselves in writing	O	O	O
... communicating electronically with other people	O	O	O
... improving computer skills	O	O	O
Other. Please specify: _____	O	O	O

46. To what extent is your school focusing on the following ways that teachers can use educational technology? (Answer each item below)

Educational technology will help teachers to...	NOT AT ALL	SOMEWHAT	A GREAT DEAL
... record or calculate student grades	O	O	O
... assess student performance (i.e., using computer-based instead of paper-and-pencil tests)	O	O	O
... access professional development materials	O	O	O
... look up information on the Internet	O	O	O
... post student work, suggestions for resources, ideas and opinions on the Internet	O	O	O
... create multimedia presentations or handouts for students (e.g., use camcorders, digital cameras or scanners to prepare for class)	O	O	O
... provide distance learning opportunities for students	O	O	O
... participate in collaborative investigations with experts in other places	O	O	O
... communicate with parents	O	O	O
... communicate with students	O	O	O
... use new teaching methods involving computer technology (e.g., online projects, simulations)	O	O	O
... develop computer-based activities for student use	O	O	O
... exchange e-mail with experts or other classes	O	O	O
Other. Please specify: _____	O	O	O

47. To what extent are the following strategies used to promote teachers' use of educational technology for classroom instruction? (Answer each item below)

The school promotes teachers' use educational technology for instruction by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Providing teachers with educationally-relevant software	O	O	O
Recommending the use of technology during professional development activities for teachers	O	O	O
Including the use of technology in the curriculum (as "good practice" or in model lessons given to teachers)	O	O	O
Providing school-based technical assistance	O	O	O
Requiring educational technology training	O	O	O
Offering optional educational technology training	O	O	O
Providing mentor follow-ups to educational technology training	O	O	O
Providing within-district educational technology trainers	O	O	O
Providing outside-district educational technology trainers	O	O	O
Providing online support	O	O	O
Partnering with institutions of higher education	O	O	O
Offering demonstrations	O	O	O
Other. Please specify: _____	O	O	O

48. **Can your school's students take courses on-line using the Internet or participate in any form of distance learning (e.g., radio, broadcast TV, cable TV, etc.)?**

- O Yes
- O No (Go to Q.51)

49. **If yes, what percentage of students in your school...**

	Percent of Students
... Take entire courses utilizing distance learning (such as Virtual High School or APEX courses)	
... Utilize course modules and projects such as Jason or GLOBE.	

50. **Which of the following provide the distance learning <u>for students</u> described above? (Answer each item below)**

	YES	NO
My school district	O	O
Another school within the district	O	O
Another school district	O	O
Regional education center	O	O
Our state department of education	O	O
Another state's department of education	O	O
An institution of higher education	O	O
A museum or library	O	O
An association (e.g., community group, PTO)	O	O
A private company or organization	O	O
Other. Please specify: _____	O	O

51. **Does your school have technology proficiency requirements or standards for students other than those required by the state or district?**

- O Yes
- O No (Go to Q. 53)

52. **How do you determine whether students have met your school's technology standards? (Answer each item below)**

	YES	NO
We do not assess achievement of technology standards	O	O
Satisfactory completion of specified courses	O	O
Standardized test	O	O
Student performance test	O	O
Student portfolio	O	O
Other. Please specify: _____	O	O

53. Has the use of educational technology in your school had positive effects on students? Please indicate your agreement or disagreement with each statement below. (Answer each item below)

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
Students have access to computers or the Internet that they would not have at home	O	O	O	O	O
Students have immediate access to up-to-date information from a variety of sources	O	O	O	O	O
Student learning is more relevant since it relates concepts to real world problems	O	O	O	O	O
Students engage in more high-level problem solving	O	O	O	O	O
Students have increased their technology skills	O	O	O	O	O
The school has developed more interdisciplinary curricula for teaching core subjects.	O	O	O	O	O
Students have developed better communication skills	O	O	O	O	O
Student behavior and/or attendance has improved	O	O	O	O	O
The dropout rate has declined	O	O	O	O	O
Students work on their own with less direct supervision from the teacher	O	O	O	O	O
Students are working more collaboratively with peers	O	O	O	O	O
Students are more motivated	O	O	O	O	O
Students perform better on state- or district assessments	O	O	O	O	O
Other. Please specify: _____	O	O	O	O	O

54. Has the use of educational technology in your school had positive effects on teachers? Please indicate your agreement or disagreement with each statement. (Answer each item below)

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW
Teachers' morale has improved	O	O	O	O	O
The ability of teachers to work in teams has improved	O	O	O	O	O
The ability/willingness of teachers to share ideas and skills with others has improved	O	O	O	O	O
The efficiency or effectiveness of school management has improved	O	O	O	O	O
Relationships with parents and the community has improved	O	O	O	O	O
The overall quality of the instruction has improved	O	O	O	O	O
Teacher subject-matter knowledge has increased	O	O	O	O	O
Teacher workload has decreased	O	O	O	O	O

55. Has the use of educational technology had negative effects on your school? Please indicate the extent to which you agree with each statement about your school. (Answer each item below)

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW
The gap between 'gifted' and other students is widening	O	O	O	O	O
Students confuse quality of presentation with quality of content	O	O	O	O	O
Students are able to hide their lack of knowledge in a subject with the aid of educational technology	O	O	O	O	O
Students confuse finding information about a topic on the Internet with understanding of that topic	O	O	O	O	O
It is difficult for ESL and LEP students to find appropriate Internet sites	O	O	O	O	O
Students only want to focus on the area of a project that involves the Internet and computers	O	O	O	O	O
Students who do not have computers at home are not performing as well in school	O	O	O	O	O
Educational technology interferes with the student/teacher relationship	O	O	O	O	O
Computers are hard to figure out how to use	O	O	O	O	O
It's difficult for teachers to integrate computer activities into most of their regular lesson plans	O	O	O	O	O
It's difficult to monitor activities on the Internet	O	O	O	O	O
We become too dependent on it, then when it breaks down, we're lost.	O	O	O	O	O

Section VIII. Teachers and Professional Development

56. Please estimate how many teachers at your school have participated in some form of technology-related professional development from July 1999-June 2000. (Answer each item below)

Type of teacher	NONE OR ALMOST NONE	SOME	MOST	ALL OR ALMOST ALL
Self-contained classroom teacher who teaches multiple subjects	O	O	O	O
Math teachers	O	O	O	O
Language arts teachers	O	O	O	O
Science teachers	O	O	O	O
Social studies teachers	O	O	O	O
School librarians/media specialists	O	O	O	O
Other, please specify _____	O	O	O	O

We are interested in learning about the impact of both formal and informal forms of professional development activities on teachers. "Formal" means the activity was organized, scheduled, and teachers committed to participation for a specific time period. "Informal" means the activity was not led or planned by someone or some group, not scheduled in advance, and teachers did not need to commit to participation for a specific time.

57. In your experience, how significant a role have the following forms of technology-related professional development played in preparing teachers to use educational technology? (Answer each item below)

How significant a role have the following played in preparing teachers to use educational technology?	NOT SIGNIFICANT	SOMEWHAT SIGNIFICANT	VERY SIGNIFICANT
Formal			
Workshops or institutes	O	O	O
Conferences	O	O	O
Courses for college credit	O	O	O
On-line course participation	O	O	O
Committees focusing on technology and curriculum	O	O	O
Immersion or internship activities	O	O	O
Coaching or mentoring arrangements designed to provide one-on-one technology-related instruction	O	O	O
Courses offered at a teacher resource center	O	O	O
Teacher study groups that meet regularly	O	O	O
Informal			
Teacher collaboratives or networks	O	O	O
Individual learning in which teachers read journals or other professional publications, browse the Internet, etc.	O	O	O
Going to the U.S. Dept. of Education's web site to get information/ materials	O	O	O
Participating in on-line networks or chat-rooms	O	O	O
Informally working with peers, family, friends and on skills related to technology in teaching	O	O	O
Visiting a teacher resource center which is staffed by lead or resource teachers and provides professional development materials/instruction	O	O	O
Other forms of professional development related to the use of technology in teaching. Please specify:_____	O	O	O

58. **In considering all the forms of professional development available to teachers from July 1999-June 2000, how much technology-related professional development was supplied by the following? (Answer each item below)**

How much professional development was provided by...	NONE AT ALL	SOME	A GREAT DEAL
The technology coordinator (formally assigned)	O	O	O
Librarian/media specialist	O	O	O
District office technology coordination staff	O	O	O
Expert teachers or school administrators from within your school	O	O	O
Expert teachers or school administrators from another school or district	O	O	O
Faculty or staff from institutions of higher education	O	O	O
Business partners	O	O	O
Independent consultants	O	O	O
For-profit vendors	O	O	O
State, regional, or county technical assistance or resource center	O	O	O
Representatives from a volunteer organization	O	O	O
An on-line professional development community or other on-line resource	O	O	O
Students	O	O	O
Other. Please specify: _____	O	O	O

59. **Does your school or district provide any of the following incentives to encourage teachers to participate in technology-related professional development? (Answer each item below)**

	YES	NO
Release time from classes and/or other responsibilities	O	O
Scheduled time in contract for professional development	O	O
Stipends	O	O
Full or partial reimbursement of college tuition	O	O
Reimbursement for conference or workshop fees, books, travel, etc.	O	O
Credits toward recertification	O	O
Salary increments or pay increases	O	O
Recognition or higher ratings on teacher evaluations	O	O
Additional resources for the teacher's classroom (e.g., more computers)	O	O
Connection to the Internet from home through the school's network	O	O
Hardware for their own use (i.e., a laptop computer)	O	O
Software for their own use (i.e., a copy of Microsoft Office)	O	O
Schedule changes so teachers have time to learn and plan collaboratively	O	O
None of the above	O	O
Other. Please specify: _____	O	O

60. In thinking about the technology-related professional development opportunities available to staff at your school, would you say that there is... (Answer each item below)

	YES	NO
...enough technology-related professional development **available** (meaning the activities are offered) to meet the teachers' needs?	○	○
...enough technology-related professional development that is **easily accessible** (meaning that most teachers would not find the activity too inconvenient or costly to participate) to teachers to meet their needs?	○	○

61. At the current time, what are the technology-related professional development needs of the teachers at your school? (Answer each item below)

Teachers at this school need technology-related professional development in:	NO TEACHERS NEED THIS	SOME TEACHERS NEED THIS	MOST TEACHERS NEED THIS
Basic computer skills	○	○	○
Use of various software application packages (e.g., Power Point, spreadsheets, PhotoShop, etc.)	○	○	○
How to integrate technology into the curriculum	○	○	○
Effective use of the Internet	○	○	○
Ethical use of the Internet	○	○	○
Creating lesson plans that incorporate technology and the Internet	○	○	○
How to take advantage of professional development opportunities at a distance (via the Internet or other distance learning strategy)	○	○	○
How to use technology to help students improve basic academic skills	○	○	○
New ways to assess student work using technology	○	○	○
Using software or technology activities that have already been developed	○	○	○
Seeing demonstrations of technology-incorporated classroom activities	○	○	○
Learning about technology activities that require only 1 computer	○	○	○
Learning about technology activities that require a few computers	○	○	○
How to manage classroom activities that integrate technology	○	○	○
How to select good software	○	○	○
How to write grant applications for more technology resources	○	○	○
Other. Please specify:_____	○	○	○

62. To meet the goals for instructional use of educational technology at your school, how much technology-related professional development would you estimate the typical teacher at your school would need to participate in over the next year? (Check one)

- ○ 1-9 hours
- ○ 10-29 hours
- ○ 30-59 hours
- ○ More than 60 hours

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Section IX. Respondent Background and Final Thoughts

63. **Which of the following most closely describes your job title? (Check one)**
    - ○ Principal
    - ○ Assistant Principal
    - ○ School Technology Coordinator/Teacher
    - ○ Department Head
    - ○ Classroom Teacher
    - ○ Professional Development Specialist
    - ○ Other. Please specify:: _____

64. **How long have you been in your current (or similar) position? (Check one)**
    - ○ less than one year
    - ○ 1-3 years
    - ○ 4-6 years
    - ○ 7-9 years
    - ○ 10 years or more

65. **How long have you been employed within your current district? (Check one)**
    - ○ less than one year
    - ○ 1-3 years
    - ○ 4-6 years
    - ○ 7-9 years
    - ○ 10 years or more

66. **How would you describe your knowledge about the acquisition and use of educational technology in your school, as explored in this survey? (Check one)**
    - ○ Very little knowledge
    - ○ Moderate amount of knowledge
    - ○ A great deal of knowledge

67. Do you personally use a computer for your work?

- ○ Yes
- ○ No (Go to Q. 69)

68. If yes, for which of the following uses? (Answer each item below)

	YES	NO
Use software applications to analyze student assessment data	○	○
Use word processing software (such as WordPerfect, MS Word, or Apple Works)	○	○
Use data spreadsheet software (such as Excel, Lotus 1,2,3, or Apple Works)	○	○
Produce presentation graphics using software (such as PowerPoint or Apple Works)	○	○
Use the Internet to find and use information	○	○
To send e-mail (e.g., to teachers, other principals, colleagues)	○	○
To monitor student performance (e.g., analyzing information from electronic grade books)	○	○
Communicate with parents/community	○	○

69. Over the next five years, do you think educational technology will be important for improving student academic performance in your school?

	NEGATIVE IMPACT	NO IMPACT	POSITIVE IMPACT	
I think educational technology will have a...	○	○	○	... on students in my school.

70. Please share with us any comments regarding the use of educational technology in your school or about this survey.

_____

_____

_____

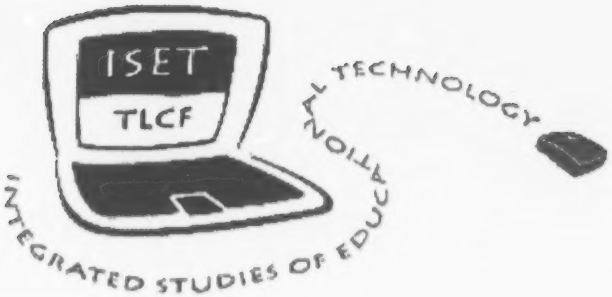
_____

_____

THANK YOU!

If you have any questions about this survey, please contact Kristen Olson at kolson@ui.urban.org or 1-866-518-3874.
All study participants will be notified of the availability of the final report once it is completed.
Thank you very much for your time.

106 BEST COPY AVAILABLE



TEACHER SURVEY

SPRING 2001

SRI International
1611 North Kent Street
Arlington, VA 22209

If you have questions about ISET or this teacher survey, please email iset@wdc.sri.com, or call 1-800-315-7020.

Public reporting burden for this collection of information is estimated to average about 70 minutes per response. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

This is a project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0189 • Approval Expires 09/30/2001

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To better understand the role and use of information technology in schools, the U.S. Department of Education has contracted with SRI International, The Urban Institute, and the American Institutes for Research to conduct linked studies on the availability and uses of educational technology among states, school districts, schools, and teachers across the country. Collectively, these research and evaluation efforts are referred to as the ***Integrated Studies of Educational Technology*** and will comprise one of the largest and most comprehensive national studies on the role of technology in American elementary and secondary schools to date.

This survey of teachers is designed to capture detailed information about the nature and adequacy of the professional development in educational technology available to teachers. For informed policy decisions to be made regarding technology-related professional development, greater understanding of the experiences and opinions of teachers is critical. While you are not required to respond, your cooperation is needed to make the results of this survey of educational technology comprehensive, accurate, and timely. A copy of the final report will be made available to you. Thank you for your participation in this important study.

Definitions

Educational Technology – A variety of technologies used to support instruction such as: computers (laptops, desktops, etc.), telecommunications (Internet, Local networks, etc.), digital cameras, peripheral devices (printer, scanner, etc.), graphing calculators, and software.

Distance learning – The transmission of information from one geographic location to another via various modes of telecommunications technology for educational purposes, including professional development.

Multimedia – Refers to the use of a computer to produce any combination of text, full color images and graphics, video animation and sound.

Self-contained classroom – A classroom where the teacher teaches all or most academic subjects to the same group of students all or most of the day.

Main teaching assignment – The activity at which you spend most of your time during the school year.

I. Please tell us about your school

1. What is the name of your school?

_____

2. To the best of your knowledge, has there been any attempt in your school or district to do any of the following? **Choose one for each item.**

	Has there been any attempt in your school or district to...	Yes	No	Don't know
A	...find out what teachers' needs for educational technology-related professional development are?	1 ○	2 ○	3 ○
B	...assess the effectiveness of the technology-related professional development offered by your school or district?	1 ○	2 ○	3 ○
C	...assess teacher proficiency in the use of technology as an educational resource?	1 ○	2 ○	3 ○

3. Approximately what percentage of your students had access to the following AT HOME as of June 30, 2000 (i.e., at the end of the 1999 – 2000 school year)? **Choose one per item.**

	Percentage of students having HOME access to:	0-9 %	10-49 %	50-89%	90-100 %	Don't Know
A	Any type of computer	1 ○	2 ○	3 ○	4 ○	9 ○
B	Access to the Internet	1 ○	2 ○	3 ○	4 ○	9 ○

4. Please provide a general assessment of your students' basic technology skills. **Choose one for each item.**

		Most students have basic skills	Most students do not have basic skills	Don't know
A	Computers in general	1 ○	2 ○	3 ○
B	Word processing programs	1 ○	2 ○	3 ○
C	Spreadsheet programs	1 ○	2 ○	3 ○
D	Internet browsers (e.g., Netscape)	1 ○	2 ○	3 ○
E	Email programs	1 ○	2 ○	3 ○

5. What kinds of educational technology has the school provided for you to use in your professional activities? Choose ALL that apply.

		Available in your school, all teachers may use	Available in your classroom primarily for your own use
	Computers Connectivity		
1	Access to the school's local computer network from home	O	O
2	Access to the Internet from home, through a district Internet connection	O	O
	Computers Peripherals and Software		
3	Software you can borrow to learn to use at home	O	O
4	Printers	O	O
5	CD-ROM drive	O	O
6	Probes for collecting scientific data (e.g., temperature)	O	O
7	DVD drive	O	O
8	Jazz, Zip, or similar drive	O	O
9	Microphones to use with computers	O	O
10	External computer speakers	O	O
11	Digital still camera	O	O
12	Digital video camera	O	O
13	A device to project computer screen for class viewing	O	O
14	Scanner	O	O
	Other Technology		
15	Telephone	O	O
16	Voicemail account	O	O
17	Email account	O	O
18	TV and VCR	O	O
19	Easy access to a fax machine	O	O
20	Other (please specify)_____	O	O

6. How any total computers, by type and location, were available for you to use during class time as of June 2000? If you are not sure, just make your best estimate. **Please fill in all boxes shaded in gray. If there are no computers of the indicated type in a particular location, put a 0 in for that item.**

	TYPE OF COMPUTER (INCLUDING LAPTOPS)	NUMBER AVAILABLE IN					
		Your Classroom		Computer Lab		Library/Media Center	
		1 Number of computers	2 Number connected to the Internet	3 Number of computers	4 Number connected to the Internet	5 Number of computers	6 Number connected to the Internet
	MACINTOSH						
A	**Power Mac**						
B	**Other Apple/Macintosh**						
	PC						
C	**Pentium with multimedia capabilities (e.g., sound card)**						
D	**Other PC**						
E	**Graphing Calculators**						
F	**Hand-held computer (e.g., Palm Pilot)**						

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7. What forms of technology support are available to you? How well is your school or district able to meet the need for specific types of technical support? **Choose one per item.**

	TYPE OF TECHNICAL SUPPORT	This is not provided	If provided, how well is the need for support met? Not at all well	Fairly well	Extremely well
A	Installing equipment and networks	○	1○	2○	3○
B	Troubleshooting and maintaining equipment and networks	○	1○	2○	3○
C	Installing operating systems and software	○	1○	2○	3○
D	Troubleshooting and maintaining operating systems and software	○	1○	2○	3○
E	Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	○	1○	2○	3○
F	Selecting and acquiring computer-related hardware, software and support materials for schools	○	1○	2○	3○
G	Other. Please specify: _____	○	1○	2○	3○

8. Is there a "technology coordinator" at your school? (i.e., someone on the school or district staff who is in the building regularly, if not daily, to coordinate teachers' instructional use of computers and help you or other teachers use computers).

1○ Yes 0○ No 9○ Don't know

9. Please indicate where you go if you have questions regarding using educational technology for instruction. **Choose all that apply.**

	Where do you go with technology-related questions?	Choose ALL you have used
1	Your school Technology Coordinator	○
2	Your school Library/Media Specialist	○
3	Other teachers	○
4	Technology specialists in the district that serve your school part time	○
5	Representative from a hardware or software vendor	○
6	The Internet (i.e., a technical support web site or chat room)	○
7	Family and friends	○
8	Students	○
9	Other, please specify_____	○

10. Of the sources listed in question 9, please indicate the one that has been the most helpful to you by writing the line number below.
Most helpful_____

11. When technology breaks down, how long does it typically take to fix the problem? **Choose one.**

1○ Less than 1 day
2○ 1-2 days
3○ 3-4 days
4○ 5 days or more
5○ Not sure

II. Please tell us about your technology use

12. Was instruction on how to use educational technology (either for preparing to teach or for use while teaching) a part of your teacher preparation program? **Choose one per item.**

	Before you began teaching, were any of the following included in your teacher preparation program?	No or very little	Yes, some	Yes, a lot	N/A
A	Modeling of effective use of educational technology by faculty in your undergraduate teacher preparation courses	1	2	3	4
B	Instruction in how to effectively use educational technology in teaching	1	2	3	4
C	The requirement that some form of proficiency in using educational technology in teaching be demonstrated (e.g., an electronic portfolio, development of an instructional unit that incorporated technology)	1	2	3	4

13. In general, how did you learn to use educational technology, either for your personal and professional use or for use in teaching? **Please answer for each item, and to the right, please indicate how important each method was to your learning to use educational technology.**

A	○	You have not learned or do not use technology at all (If checked, skip to question 15)				
	You learned to use educational technology through...	Yes	No	If yes, how much of an impact did this have on your learning to use educational technology? Slight impact	Moderate impact	Great impact
B	...technology courses, workshops, or institutes sponsored by your district	1	0	1	2	3
C	...technology courses offered by a local college or organization other than your school district	1	0	1	2	3
D	...courses offered in your undergraduate or graduate training	1	0	1	2	3
E	...teaching myself to use it	1	0	1	2	3
F	...other teachers at my school	1	0	1	2	3
G	...students at my school	1	0	1	2	3
H	...family/friends	1	0	1	2	3
I	...your own K-12 schooling	1	0	1	2	3
J	...other, please specify_____	1	0	1	2	3

14. Please indicate how often you use technology when doing the professional activities listed below and for how many years you have been doing so. **Choose the appropriate frequency and indicate number of years for each item.**

	How do you use educational technology in your professional activities?	Frequency					How long?
		Do not use technology for this activity	Less than once a month	A few times a month	A few times a week	Daily	Number of years since you began using technology for this activity
A	To create instructional materials (i.e., handouts, tests, etc.)	1 ○	2 ○	3 ○	4 ○	5 ○	
B	To gather information for planning lessons	1 ○	2 ○	3 ○	4 ○	5 ○	
C	To access model lesson plans	1 ○	2 ○	3 ○	4 ○	5 ○	
D	To access information and research on best practices for teaching	1 ○	2 ○	3 ○	4 ○	5 ○	
E	To create multimedia presentations for the classroom	1 ○	2 ○	3 ○	4 ○	5 ○	
F	To do administrative record keeping (i.e., grades, attendance, etc.)	1 ○	2 ○	3 ○	4 ○	5 ○	
G	To communicate with colleagues and/or other professionals	1 ○	2 ○	3 ○	4 ○	5 ○	
H	To communicate with students' parents	1 ○	2 ○	3 ○	4 ○	5 ○	
I	To communicate with students outside of classroom hours	1 ○	2 ○	3 ○	4 ○	5 ○	
J	To post homework or other class requirements, project information or suggestions	1 ○	2 ○	3 ○	4 ○	5 ○	
K	To post/share student work on the Web	1 ○	2 ○	3 ○	4 ○	5 ○	
L	Other, please specify: _____	1 ○	2 ○	3 ○	4 ○	5 ○	

15. Do you have ...

		Yes	No
A	...a computer at home?	1 ○	0 ○
B	...Internet access at home?	1 ○	0 ○

16. Please indicate to what extent, if any, the following are barriers to your use of educational technology. Choose one for each item.

	To what extent, if any, are the following barriers to your use of educational technology?	Not a barrier	Small barrier	Moderate barrier	Great barrier
	Hardware/Peripherals				
A	There aren't enough up-to-date computers in your school/classroom	1	2	3	4
B	There aren't enough computers connected to the Internet in your school/classroom	1	2	3	4
C	You don't have needed accessories: printers, projectors, zip-drives, etc.	1	2	3	4
	Internet Resource Quality				
D	Students can't access Web sites during the school day	1	2	3	4
E	Students do not have adequate access to technology outside of school	1	2	3	4
F	Students do not have adequate access to the Internet outside of school	1	2	3	4
G	Internet connection isn't fast enough for use while teaching	1	2	3	4
H	Internet connection isn't reliable enough, the network is frequently down	1	2	3	4
I	There's a lack of age-appropriate/educationally relevant Web sites	1	2	3	4
J	There's concern about student access to inappropriate materials on the Web	1	2	3	4
	Software Resources				
K	Your school has not acquired appropriate software resources	1	2	3	4
L	There's a lack of educationally relevant software products	1	2	3	4
M	There's a lack of software products aligned with your curriculum standards	1	2	3	4
N	If you want relevant software, you have to purchase it yourself	1	2	3	4
	Logistical/Other Barriers				
O	There's not enough time in the school schedule for students to do technology-related activities	1	2	3	4
P	You don't have time to develop the activities/lessons that use technology	1	2	3	4
Q	Inadequate technical support/advice for educational technology use	1	2	3	4
R	There's a lack of support from administrators for educational technology use	1	2	3	4
S	Inadequate training opportunities for teachers in educational technology use	1	2	3	4
T	Lack of release time to learn/practice/plan ways to use educational technology	1	2	3	4
U	Students do not have the needed skills to use technology	1	2	3	4
V	Other, please specify: _____	1	2	3	4

III. Please tell us about your technology-related professional development activities

Questions 17-23 refer to *Formal* technology-related professional development activities. Formal means the activity was organized, scheduled, and you committed to participating for a specific time period.

17. Please indicate all formal technology-related professional development that you participated in over the past year, meaning the 1999-2000 school year and including the summer of 2000. If you participated in an activity, please indicate the number of hours, and to what extent it prepared you to use educational technology.

Do not report professional development not related to technology (e.g., reading), but DO report professional development activities in specific subject areas that <u>included</u> how to use educational technology in a particular subject.

We are treating these categories independently, so please report hours for each professional development activity under one category only.

	Did you participate in or lead any of the following types of formal professional development activities related to technology?	Yes	No	How many hours?	To what extent did it prepare you to use educational technology in teaching? Not at all	A small extent	A moderate extent	A great extent
A	Within-district workshops or institutes focused on a specific topic, provided by or within the district	1	0		1	2	3	4
B	Out of district workshops or conferences, focused on a specific topic, provided outside of the district	1	0		1	2	3	4
C	Courses for college credit	1	0		1	2	3	4
D	Participating in an on-line course	1	0		1	2	3	4
E	Committees, task forces, or study groups focusing on technology skills and/or curriculum	1	0		1	2	3	4
F	Activities resulting from a partnership between your school and another school (within your district or across district lines) that focused on educational technology	1	0		1	2	3	4
G	Coaching or mentoring arrangements designed to provide one-on-one technology-related instruction	1	0		1	2	3	4
H	Other, please specify: _____	1	0		1	2	3	4

If you answered "No" on all lines A-H, please skip to Item 24.

18. Which of the following technology-related skills were emphasized in the formal professional development you participated in over the past year? Choose one for each item.

	Technology skill emphasized in professional development	Topic not covered	If covered, how much emphasis?		
			Low	Moderate	High
A	Using word processing programs	O	1O	2O	3O
B	Using spreadsheet programs	O	1O	2O	3O
C	Using database programs	O	1O	2O	3O
D	Using drawing, painting, or image editing programs	O	1O	2O	3O
E	Using desktop publishing or presentation programs (e.g., PowerPoint)	O	1O	2O	3O
F	Using multimedia programs (e.g., Hyperstudio)	O	1O	2O	3O
G	Using reference information on CD-ROM	O	1O	2O	3O
H	Using Internet browsers (e.g., Netscape)	O	1O	2O	3O
I	Using E-mail programs	O	1O	2O	3O
J	Using Web page creation programs (e.g., FrontPage)	O	1O	2O	3O
K	Using integrated learning systems (e.g., Jostens, CCC)	O	1O	2O	3O
L	Using skills practice/tutorial programs	O	1O	2O	3O
M	Trouble-shooting	O	1O	2O	3O
N	Other, please specify: _____	O	1O	2O	3O

19. Which of the following topics related to **integrating educational technology into instruction** were emphasized in the formal professional development you participated in? **Choose one per item.**

	Integration of educational technology topic emphasized in professional development	Topic not covered	If covered, how much emphasis?		
			Low	Moderate	High
A	Helping students meet state and/or district technology standards	O	1O	2O	3O
B	Using technology to teach in your primary content area	O	1O	2O	3O
C	Creating lesson plans that incorporate technology and the Internet	O	1O	2O	3O
D	Using software or technology activities that have already been developed	O	1O	2O	3O
E	Using technology to teach basic skills and facts through drills, tutorials, and learning games	O	1O	2O	3O
F	Using technology to promote active learning (e.g., using hands-on activities or guided discovery)	O	1O	2O	3O
G	Using technology to promote critical thinking	O	1O	2O	3O
H	Using technology to make possible collaborative activities with experts or other classes in other places	O	1O	2O	3O
I	Using technology to assess student work (e.g., portfolios)	O	1O	2O	3O
J	Using technology to analyze student assessment results (e.g., state/district assessment data)	O	1O	2O	3O
K	Other, please specify: _____	O	1O	2O	3O

20. To what extent has formal educational technology-related professional development increased the following? **Choose one per item.**

	Did formal educational technology-related professional development increase...	To what extent increased? Not at all or very little	To some extent	A great deal
A	...your overall ability to incorporate technology into your teaching	1	2	3
B	...your knowledge about and ability to use computers in general	1	2	3
C	...your interest in using computers	1	2	3
D	...your use of computers for communicating with parents, colleagues, and students, and in preparing to teach	1	2	3
E	...your ability to develop computer-based activities for student use	1	2	3
F	...your ability to use new teaching methods involving computer technology (e.g., online projects, simulations)	1	2	3
G	...your ability to use technology to teach basic skills and facts through drills, tutorials, and learning games	1	2	3
H	...your ability to use technology to make possible collaborative activities with experts or other classes in other places	1	2	3
I	...your classroom management strategies	1	2	3
J	...the critical thinking skills you try to develop in your students	1	2	3
K	...your students' academic achievement	1	2	3
L	...the way you assess student work	1	2	3
M	...your ability to find resources such as lesson plans on the Internet	1	2	3
N	...Other, please specify: _____	1	2	3

21. To what extent did the formal educational technology-related professional development activities you participated in have the following characteristics? **Choose one per item.**

	Was the formal educational technology-related professional development...	To what extent were characteristics present? Not at all or very little	To some extent	Yes, a great deal
A	... directly related to the content you teach	1	2	3
B	...appropriate to teachers' varying levels of knowledge, skills and interests	1	2	3
C	...for a substantial amount of time	1	2	3
D	...over multiple sessions, not a one-time experience	1	2	3
E	...followed by planning time during the workday to implement new practices in the classroom	1	2	3
F	...consistent with the goals for technology use in your district	1	2	3
G	...inclusive of other members of your school community	1	2	3
H	...accessible during school hours (i.e., substitutes were provided for you to attend)	1	2	3
I	...accessible during evening/weekend hours	1	2	3
J	...planned or delivered with input from teachers in your district	1	2	3
K	...an opportunity for you to meaningfully engage with colleagues and materials	1	2	3
L	...effective in increasing your ability to appropriately use educational technologies in teaching	1	2	3
M	...designed so that teachers who attended training were encouraged or expected to teach what they learned to other teachers in their schools	1	2	3

22. Which of the following types of incentives are available to you for participation in educational technology-related professional development? **Choose all that apply.**

1 ○ Release time from classes and/or other responsibilities
2 ○ Scheduled time in contract for professional development
3 ○ Stipends, tuition or fee reimbursement
4 ○ Credits toward recertification
5 ○ Salary increments or pay increases
6 ○ Recognition or higher ratings on an annual teacher evaluation
7 ○ Additional resources for you or your classroom (e.g., hardware, software)
8 ○ None of the above
9 ○ Other, please specify: _____

23. What were your reasons for participating in formal educational technology-related professional development? **Choose all that apply.**

1 ○ Your state requires educational technology training for teachers
2 ○ Your school/district requires educational technology training for teachers
3 ○ Your school/district encourages educational technology training for teachers
4 ○ You needed training to meet school/district technology competency standards for teachers
5 ○ You chose educational technology training to fulfill a general professional development hours requirement
6 ○ To learn technology skills to incorporate into/enhance your teaching practice
7 ○ To learn technology skills to help you be more efficient
8 ○ Personal interest in the topic
9 ○ Because of incentives such as hardware, salary increase, release time, etc.
10 ○ Other, please specify: _____

Questions 24-25 refer to *Informal* technology-related professional development activities. Informal means the activity was not led or planned by an individual or group, not scheduled in advance, and you did not need to commit to participation for a specific time period.

Please indicate all informal technology-related professional development that you participated in over the past year, meaning the 1999-2000 school year and including the summer of 2000. If you participated in an activity, please estimate the number of hours, and to what extent it prepared you to use educational technology.

*Do not report informal professional development not related to technology (e.g., reading), **but DO report professional development activities in specific subject areas that <u>included</u> how to use educational technology in a particular subject.***

We are treating these categories independently, so please report hours for each professional development activity under one category only.

24. In the 1999-2000 school year and the summer of 2000, how many hours did you participate in any of the following types of **informal** educational technology-related professional development activities? How well did each of the activities prepare you to use educational technology?

	Did you participate in the following types of informal, technology-related professional development?	Yes	No	How many hours?	To what extent did it prepare you to use educational technology in teaching? Not at all	A small extent	A moderate extent	A great extent
A	Individual learning in which you read journals or other professional publications, browsed the Internet for materials, etc.	1 ○	0 ○		1 ○	2 ○	3 ○	4 ○
B	Went to web sites to get information/materials about educational technology	1 ○	0 ○		1 ○	2 ○	3 ○	4 ○
C	Informally worked with peers, family, or friends on skills related to technology in teaching	1 ○	0 ○		1 ○	2 ○	3 ○	4 ○
D	Participated in on-line networks or chat-rooms with other teachers	1 ○	0 ○		1 ○	2 ○	3 ○	4 ○
E	Visited an actual teacher resource center or professional development center which is staffed by lead or resource teachers and provides professional development materials/instruction	1 ○	0 ○		1 ○	2 ○	3 ○	4 ○
F	Other forms of informal professional development related to the use of technology in teaching, please specify: _____ _____	1 ○	0 ○		1 ○	2 ○	3 ○	4 ○

If you answered "No" on all lines A-F, please skip to Item 26.

25. To what extent has **informal** educational technology-related professional development increased the following? **Choose one response per row.**

		To what extent increased?		
	Did informal educational technology-related professional development increase...	**Not at all or very little**	**To some extent**	**A great deal**
A	...your overall ability to incorporate technology into your teaching	1	2	3
B	...your knowledge about and ability to use computers in general	1	2	3
C	...your interest in using computers	1	2	3
D	...your use of computers for communicating with parents, colleagues, students, and in preparing to teach	1	2	3
E	...your ability to develop computer-based activities for student use	1	2	3
F	...your ability to use new teaching methods involving computer technology (e.g., online projects, simulations)	1	2	3
G	...your ability to use technology to teach basic skills and facts through drills, tutorials, and learning games	1	2	3
H	...your ability to use technology to make possible collaborative activities with experts or other classes in other places	1	2	3
I	...your classroom management strategies	1	2	3
J	...the critical thinking skills you try to develop in your students	1	2	3
K	...your students' academic achievement	1	2	3
L	...the way you assess student work	1	2	3
M	...your ability to find resources such as lesson plans on the Internet	1	2	3
N	...Other, please specify: _____	1	2	3

26. If you were to participate in professional development in educational technology, which topics below would best meet your needs? Please indicate the level of need in the appropriate column on the right. **Choose one for each item.**

	Topics in professional development in educational technology you need to be addressed:	**Level of need**		
		Low/None	**Medium**	**High**
A	Basic computer skills	1	2	3
B	Use of various software application packages (e.g., PowerPoint, spreadsheets, PhotoShop, etc.)	1	2	3
C	How to integrate technology into the curriculum	1	2	3
D	Effective/ethical use of the Internet	1	2	3
E	Creating lesson plans that incorporate technology and the Internet	1	2	3
F	How to take advantage of distance learning opportunities	1	2	3
G	How to use technology to help students improve basic academic skills	1	2	3
H	New ways to evaluate student work using technology	1	2	3
I	Using classroom software or technology activities that have already been developed	1	2	3
J	Seeing demonstrations of technology-incorporated classroom activities	1	2	3
K	Learning about technology activities that require only 1 computer for the classroom	1	2	3
L	How to manage classroom activities that integrate technology	1	2	3
M	How to select good software	1	2	3
N	Other, please specify: _____	1	2	3

27. What other educational technology-related support do you need? **Choose all that apply.**

1 ○ List of popular software/websites
2 ○ Information about the quality and effectiveness of software/websites
3 ○ More support from administrators to obtain software
4 ○ Pre-made activities that fit with the curriculum I teach
5 ○ Time to practice and learn
6 ○ An on-site support person to help me learn to incorporate technology into teaching
7 ○ Other, please specify
8 ○ None

28. Would you be willing to participate in more professional development in educational technology? **Choose one.**

1 ○ Yes. (Go to Question 29)
6 ○ No. (Skip to Question 30)

29. How much more technology-related professional development would you like to participate in next year? **Choose one, then go to question 31.**

1 ○ 1-9 hours
2 ○ 10-29 hours
3 ○ 30-59 hours
4 ○ More than 60 hours
5 ○ Other, please specify:_____

30. What are your reasons for not being interested in participating in professional development in educational technology at this time? **Choose all that apply.**

1 ○ You prefer teaching with traditional tools
2 ○ You know all you need to know about technology
3 ○ You do not have adequate hardware/software to make training worthwhile
4 ○ You have the hardware/software, but you do not have time to prepare new activities that utilize it
5 ○ You have too many other time commitments to attend any more technology-related professional development activities
6 ○ Your needs for professional development are greater in other areas than in educational technology
7 ○ You are not paid for the time you spend in technology-related professional development
8 ○ You have to pay for technology-related professional development yourself
9 ○ Other, please specify_____

IV. Please tell us about your technology use in teaching

31. In your opinion, how well prepared are you to use computers and the Internet for classroom instruction? **Choose one.**

    1 ○ Not at all prepared
    2 ○ Somewhat well prepared
    3 ○ Moderately well prepared
    4 ○ Very well prepared

32. Based on the following scale, please rate your skill level in each of the following applications. **Choose one response for each row.**

    Entry – You are just beginning to learn the basic skills and are aware of the possibilities, but you do not use often in your teaching practice.

    Adaptation – You are familiar with a variety of uses of this, and often use to support your existing classroom practices and teaching strategies.

    Transformation – Use of this tool has significantly changed your classroom practice; because of it you have crafted new curricula and new teaching and learning techniques.

	Please rate your skill level in each of the following applications	Not familiar with/don't use	Entry	Adaptation	Transformation
A	Computers in general	0 ○	1 ○	2 ○	3 ○
B	Word processing programs	0 ○	1 ○	2 ○	3 ○
C	Spreadsheet programs	0 ○	1 ○	2 ○	3 ○
D	Database programs	0 ○	1 ○	2 ○	3 ○
E	Drawing, painting, or image editing programs	0 ○	1 ○	2 ○	3 ○
F	Desktop publishing or presentation programs (e.g., PowerPoint)	0 ○	1 ○	2 ○	3 ○
G	Multimedia programs (e.g., HyperStudio)	0 ○	1 ○	2 ○	3 ○
H	Reference information on CD-ROM	0 ○	1 ○	2 ○	3 ○
I	Internet browsers (e.g., Netscape)	0 ○	1 ○	2 ○	3 ○
J	E-mail programs	0 ○	1 ○	2 ○	3 ○
K	Web page creation programs (e.g., FrontPage)	0 ○	1 ○	2 ○	3 ○
L	Integrated learning systems (e.g., Jostens, CCC)	0 ○	1 ○	2 ○	3 ○
M	Skills Practice/Tutorial programs	0 ○	1 ○	2 ○	3 ○
N	Other, please specify: _____	0 ○	1 ○	2 ○	3 ○

33. With students in your main teaching assignment, how often do you use each of these applications as part of assignments or lessons? **Choose one for each item.**

	Do you use the following applications with students?	How often? Never	1-2 times per school year	3-5 times per school year	About once a month	About twice a month	About once a week	Daily
A	Word processing programs	0	1	2	3	4	5	6
B	Spreadsheet programs	0	1	2	3	4	5	6
C	Database programs	0	1	2	3	4	5	6
D	Drawing or painting programs	0	1	2	3	4	5	6
E	Desktop publishing or presentation programs (e.g., PowerPoint)	0	1	2	3	4	5	6
F	Image editing programs (e.g., PhotoShop)	0	1	2	3	4	5	6
G	Multimedia programs (e.g., HyperStudio)	0	1	2	3	4	5	6
H	Reference information on CD-ROM	0	1	2	3	4	5	6
I	Internet browsers (e.g., Netscape)	0	1	2	3	4	5	6
J	E-mail programs	0	1	2	3	4	5	6
K	Web page creation programs	0	1	2	3	4	5	6
L	Programming languages	0	1	2	3	4	5	6
M	Integrated learning systems (e.g., Jostens)	0	1	2	3	4	5	6
N	Skills practice/Tutorial programs	0	1	2	3	4	5	6
O	Other, please specify: _____	0	1	2	3	4	5	6

34. During class time in your main teaching assignment over the past year, how frequently did your students use educational technology to do the following? **Choose one per row.**

	How frequently did your students use technology during class to...	Never	1-2 times per school year	3-5 times per school year	About once a month	About twice a month	About once a week	Daily
A	...do practice drills	0	1	2	3	4	5	6
B	...solve problems/analyze data	0	1	2	3	4	5	6
C	...present information graphically	0	1	2	3	4	5	6
D	...produce multimedia reports/projects	0	1	2	3	4	5	6
E	...do research using CD-ROM	0	1	2	3	4	5	6
F	...do research using the Internet	0	1	2	3	4	5	6
G	...correspond with experts, authors, students from other schools, etc. via e-mail or Internet	0	1	2	3	4	5	6
H	...express themselves in writing	0	1	2	3	4	5	6
I	...participate in distance learning via the Internet or other interactive media	0	1	2	3	4	5	6
J	...improve their computer skills	0	1	2	3	4	5	6
K	...have free time, as a reward	0	1	2	3	4	5	6
L	Other activity, please specify: _____	0	1	2	3	4	5	6

35. How often do students work in the following configurations when using educational technology during your class? Think of educational technology broadly, as including computers, the Internet, graphing calculators, etc. **Choose one per row.**

	How often do students work in the following configurations with computers or graphing calculators?	How often do students work in this configuration?						
		Never	1-2 times per school year	3-5 times per school year	About once a month	About twice a month	About once a week	Daily
A	Whole class together, one student per computer	0	1	2	3	4	5	6
B	Whole class together, students work on computers in pairs	0	1	2	3	4	5	6
C	Whole class together, students work on computers in groups of 3-4	0	1	2	3	4	5	6
D	Students take turns doing the activity, students working individually at the computer	0	1	2	3	4	5	6
E	Pairs of students take turns doing the activity	0	1	2	3	4	5	6
F	Groups of 3-4 students take turns doing the activity	0	1	2	3	4	5	6
G	Students must use a computer outside the classroom to complete assignments	0	1	2	3	4	5	6
H	Students must use the Internet outside the classroom to complete assignments	0	1	2	3	4	5	6
I	Other arrangement, please specify: _____	0	1	2	3	4	5	6

36. How essential is your use of educational technology, in general, to your teaching practices? When answering, consider the relative impact on your teaching practice if computers were no longer available for your use. **Circle the corresponding number.**

Not at all essential	Somewhat essential	Essential	Extremely essential
1	2	3	4

37. The following is a list of changes that might or might not occur in teaching as a result of increased use of educational technology. Please indicate if any of the changes have occurred in your teaching as a result of your use of educational technology by indicating if you disagree or agree with the each of the following statements. **Choose one per item.**

	As a result of using educational technology in teaching:	Strongly disagree	Moderately disagree	Moderately agree	Strongly agree	N/A
A	I need longer blocks of instruction time/longer periods	1O	2O	3O	4O	8O
B	Students work more collaboratively with one another	1O	2O	3O	4O	8O
C	I find myself in the role of coach or advisor in the classroom more often than I used to	1O	2O	3O	4O	8O
D	Students get so wound up, it is difficult to get them to settle down afterwards	1O	2O	3O	4O	8O
E	I have gained skill in orchestrating multiple parallel activities in the classroom	1O	2O	3O	4O	8O
F	Students can cheat more easily – copying work and turning it in as their own	1O	2O	3O	4O	8O
G	I am more reflective about basic teaching goals and priorities	1O	2O	3O	4O	8O
H	I have students work independently more, i.e., explore a topic on their own, revise own work	1O	2O	3O	4O	8O
I	I feel like I give up too much instructional responsibility to the computer software – like I'm not really teaching	1O	2O	3O	4O	8O
J	Students use computers in order to avoid doing more important work	1O	2O	3O	4O	8O
K	Often too many students need my help at the same time	1O	2O	3O	4O	8O
L	I have changed the way I organize classroom activities	1O	2O	3O	4O	8O
M	I rely less on textbooks	1O	2O	3O	4O	8O
N	I am better able to meet the needs of students with varying needs (e.g., low achieving or "gifted" students)	1O	2O	3O	4O	8O
O	Other, please specify_____ _____	1O	2O	3O	4O	8O

38. Over the last three years, what changes in academic achievement/performance in your students have you noticed, if any, that may be related to the general increase in the use of educational technology? **Choose one per row.**

	Noticeable changes in students that may be related to use of educational technology	Decrease	Slight Decrease	No Change	Slight Increase	Increase	N/A or Don't know
A	The breadth of students' understanding of the subjects taught	1○	2○	3○	4○	5○	6○
B	The depth of students' understanding of the subjects taught	1○	2○	3○	4○	5○	6○
C	The amount of time students spend working with other students	1○	2○	3○	4○	5○	6○
D	Students' independence as learners	1○	2○	3○	4○	5○	6○
E	Students' engagement in activities	1○	2○	3○	4○	5○	6○
F	The quality of the products students are able to create	1○	2○	3○	4○	5○	6○
G	The quality of students' writing	1○	2○	3○	4○	5○	6○
H	The amount of initiative students take outside class-time—doing extra research, etc.	1○	2○	3○	4○	5○	6○
I	Students' achievement on state/district assessments	1○	2○	3○	4○	5○	6○
J	Students' research skills	1○	2○	3○	4○	5○	6○
K	Students' problem- solving skills	1○	2○	3○	4○	5○	6○
L	The opportunity for students with special needs to participate meaningfully in the general curriculum	1○	2○	3○	4○	5○	6○
M	Other, please specify: _____	1○	2○	3○	4○	5○	6○

39. What are the major disadvantages of using educational technology in teaching? Choose all items you consider to be disadvantages. **Choose all that apply.**

1○ The gap between 'gifted' and other students is widening
2○ Students confuse quality of presentation with quality of content
3○ Students are able to hide their lack of knowledge in a subject with the aid of technology
4○ Students confuse finding information about a topic on the Internet with understanding of that topic
5○ ESL and LEP students are intimidated by the level of English on the Internet
6○ Students only want to focus on the area of a project that involves the Internet and computers
7○ Students who do not have or cannot afford computers, printers, graphing calculators, etc. at home are not performing as well in school
8○ Technology interferes with the student/teacher relationship
9○ It is difficult to monitor student activities on the Internet
10○ Computers are hard to figure out how to use
11○ It is difficult to integrate computer activities into most of your regular lesson plans
12○ In general, teachers and students become too dependent on it. When technology breaks down they're lost
13○ None of the above
14○ Other, please specify_____

V. Please tell us about you

40. Indicate how much you disagree or agree with each of the following statements about teaching and learning. **Choose one per item.**

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
A	Teachers know a lot more than students; they shouldn't let students get off track when they can just explain the answers	1○	2○	3○	4○	5○	6○
B	A quiet classroom is generally needed for effective learning	1○	2○	3○	4○	5○	6○
C	Students are not ready for "meaningful" learning until they have acquired basic reading and math skills	1○	2○	3○	4○	5○	6○
D	It is better when the teacher—not the students—decides what activities are to be done	1○	2○	3○	4○	5○	6○
E	Student projects often result in students learning incorrect/incomplete information or concepts	1○	2○	3○	4○	5○	6○
F	Homework is a good setting for having students answer questions posed in their textbooks	1○	2○	3○	4○	5○	6○
G	Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly	1○	2○	3○	4○	5○	6○
H	How much students learn depends on how much background knowledge they have-that is why teaching facts is so necessary.	1○	2○	3○	4○	5○	6○

41. What grade level do you primarily teach? If you teach more than one grade, please choose the grade level of the majority of your students.

1○ 1st
2○ 2nd
3○ 3rd
4○ 4th
5○ 5th
6○ 6th
7○ 7th
8○ 8th
9○ 9th
10○ 10th
11○ 11th
12○ 12th
13○ Ungraded
14○ Other, please specify_____

42. What is your current primary teaching assignment, that is, the field in which you teach or instruct the most classes? **Choose one.**

1 Self-Contained Classroom	O

SUBJECT AREA	
2 English/language arts	O
3 Mathematics	O
4 Science	O
5 History/Social studies	O
6 Other, please specify_____	O

43. What is your average class size? _____

44. How many total students do you teach each week? _____

45. Please indicate the type of teacher certification you have and in what year it was received. **Choose all that apply.**

	Type of teacher certification received	Year
1 O	State teacher certification	_____
2 O	Emergency/provisional certification	_____
3 O	No certification	_____
4 O	Other, please specify: _____	_____

46. Including this school year, how many total years have you been employed as a full or part-time teacher? _____ Years. (Include years spent teaching in public and private schools.)

47. Please indicate your level of formal education and in what year you earned your degree(s). **Choose all that apply.**

	Degree earned	Year
1 O	Associate degree or vocational certificate	_____
2 O	Bachelor's degree	_____
3 O	Master's degree	_____
4 O	Master's +30	_____
5 O	Doctorate (Ph.D. or Ed.D)	_____
6 O	Other, please specify: _____	_____

48. The following are used for verifying the representativeness of our sample.

a. What is your gender? 1○ M 2○ F
b. In what year were you born? 19____
c. What is your ethnicity?

Ethnicity:

1○ Hispanic or Latino
2○ Not Hispanic or Latino

d. What is your race? Select one or more.

Race:

1○ American Indian or Alaska Native
2○ Asian
3○ Black or African American
4○ Native Hawaiian or Other Pacific Islander
5○ White

(Optional). Please share with us any comments regarding the use of educational technology in your school or about this survey.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

If you would like to be notified when the ISET reports are available, please provide your email address here:

_____

Thank You Very Much For Your Participation In This Survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-315-7020, or mail your questionnaire to:

JBL Associates
6900 Wisconsin Avenue, Suite 606
Bethesda, MD 20815
Attn: ISET Survey

To Find Out More About The Integrated Studies Of Educational Technology, See:
Http://Www.Ed.Gov/Technology/Iset.Html

Budget & Legislation Headlines...

A Blueprint for New Beginnings -- A Responsible Budget for America's Priorities is a summary of the President's budget plan for FY02. It will be followed by the traditional, more detailed, budget documents in April. See Secretary Paige's statement on the Blueprint.

U.S. Department of Education's Budget for FY01: Provides $958 million for educational technology and educational technology research.

Department's Budget News: Provides the latest news on funding of the U.S. Department of Education programs, including educational technology initiatives and congressional action on appropriations

To locate the current Title III "Technology for Education" under the Elementary and Secondary Education's Improving America's Schools Act of 1994 go to http://ed.gov/legislation/ESEA/toc.html.

[redacted]

This page last modified April 30, 2001 (bay).

ED Programs that Help Bridge the Digital Divide

A 1998, U.S. Department of Commerce report, *Falling through the Net II: New Data on the Digital Divide*, showed that although more Americans now own computers, certain groups are still far less likely to have computers or online access. Lack of such access affects the ability of children to improve their learning with educational software, adults to learn valuable technology skills, and families to benefit from online connections to important health and civic information. A follow-up study, released by President Clinton in July 1999, documents that the "digital divide" continues to grow. Similar data gathered by the U.S. Department of Education highlights a "digital divide" in our nation's schools, with children attending high poverty schools less likely to have access to computers, the Internet, or high quality educational technology programs.

U.S. Department of Education programs provide substantial funding to help American schools and communities bridge the "digital divide," reducing inequities in access to information technology and the Internet.

Community Technology Centers
$10 million in FY1999, $32.5 million in FY2000, 65 million in FY2001
CTCs expand access to information technology and learning services through the creation of computer learning facilities in low-income communities. The technology at

Headlines...

The fourth report in the Falling Through the Net series, Falling Through the Net: Toward Digital Inclusion, is now available online. This report measures the extent of digital inclusion by looking at households and individuals that have a computer and an Internet connection. For the first time, this report also provides data on high-speed access to the Internet, as well as access to the Internet and computers by people with disabilities. Highlights of the major findings of this report are also available online.

NSF Advanced Networking Project With Minority-Serving Institutions: The National Science Foundation (NSF) has awarded a four-year, $6 million grant to EDUCAUSE, an association of over 1,600 institutions of higher education and 160 corporate partners, to materially assist Minority-Serving Institutions as they develop the campus infrastructure and national connections to become and remain full participants in the emerging Internet-based "Information Age."

A Tool Kit for Bridging the Digital Divide in your Community

The Bridge Builders Conference - Over the Digital Divide: Focused on how to bridge the gap to ensure all Americans - regardless of income, education, geography, disability or race - have access to information technology. (9/00).

these centers is used for pre-school preparation, workforce development, after-school enrichment, and adult and continuing education. For more information, contact Mary LeGwin at (202) 260-2499 or visit http://www.ed.gov/offices/OVAE/CTC.

Program Example: Wallace Community College Selma, Alabama
Wallace Community College and partners will create five new CTCs in rural, Western Alabama. Three of the five counties to be served are among the most disadvantaged/high poverty counties in the country. The CTCs will provide adults and children with basic computer skills instruction, access to computer learning programs in reading, writing and math, and career development. Each center will have an Information Technology Career Resource Station for those interested in pursuing careers in computer science. Project partners include the Ford Foundation Rural Community College Initiative, American Association of Community Colleges\Microsoft Corporation Working Connections Information Technology program, and county Departments of Housing, Human Resources, and Adult Education.

To learn more about how other ED technology programs are helping to bridge the digital divide, go here.

Publications...

Internet Access in Public Schools and Classrooms: 1994-1999 (2000).

Falling Through the Net: Defining the Digital Divide, U.S. Department of Commerce, National Telecommunications and Information Administration (7/99).

Chapter 2: New Technology and the Global Race for Knowledge, UNDP Human Development Report, Globalization with a Human Face (1999).

The Evolution of the Digital Divide: Examining the Relationship of Race to Internet Access and Usage Over Time, Vanderbilt University, Project 2000 (5/99).

Diversity on the Internet: The Relationship of Race to Access and Usage, Vanderbilt University, Project 2000 (2/98).

Web Resources...

Closing the Digital Divide: An interagency effort to identify resources to promote Digital Opportunity.

21st Century Teachers Network: Dedicated to helping K-12 teachers integrate technology into their classroom curriculum.

More web resources...

This page last modified April 30, 2001 (bay).

PROMOTING HIGH-QUALITY DISTANCE EDUCATION

Congressional Web-Based Education Commission: The Internet is in the process of transforming American business, culture, and society. Its potential as a learning tool is just beginning to be tapped.

As educators turn more attention to online learning, individuals and organizations develop more Web content, and government supports these efforts with additional resources, leaders are searching to understand the real potential of the Internet, and the obstacles that inhibit students from realizing that potential.

To help America's policymakers make informed choices, Congress established the Web-based Education Commission. Its purpose is to ensure that all learners are able to take full advantage of the educational promise of the Internet. The Commission will report its findings to the President and Congress by November 2000.

Distance Education Demonstration Projects: On June 30, 1999, the Secretary of Education announced the selection of 15 participants in the Distance Education Demonstration Program. The Program participants were comprised of institutions and/or systems and consortia of institutions. These schools were chosen to participate in an experiment to help

Distance Learning Headlines...

Application guidelines for the Learning Anytime, Anywhere Partnerships Grants Program for FY2001 are now available online.

The final report of the Web-based Education Commission, **The Power of the Internet for Learning: Moving from Promise to Practice**, was released on December 19, 2000.

Up to 35 new participants will be selected for the Distance Education Demonstration Program beginning July 1, 2001: The Secretary of Education invites institutions of higher education, systems of institutions, and consortia of institutions to submit applications to participate in the Distance Education Demonstration Program. Under this program, selected institutions providing distance education programs may receive waivers of specific statutory and regulatory provisions governing the student financial assistance programs authorized under Title IV of the HEA. For further information, go here.

Information about the FY2000 innovative distance learning projects supported by the Learning Anytime, Anywhere Partnerships Grants is now available online.

Department of Education Grant Programs for Distance Education

Learning Anytime Anywhere Partnerships (LAAP): Under LAAP, colleges, universities,

determine the most effective way of delivering quality education via distance learning.

Currently, a number of statutory and regulatory requirements relating to the delivery of student aid prevent some distance students from obtaining financial aid and restrict institutions in their ability to design distance education programs. The Distance Education Demonstration Program allows the Secretary to waive certain statutory and regulatory requirements for institutions participating in the program and to monitor program participants to guard against fraud and abuse.

Also being studied in the Program are the specific student aid requirements which should be altered to provide greater access to distance education programs, and the appropriate level of federal assistance for students in distance education programs. In the third year of the program (effective July 2001) the Department will expand the program to an additional 35 participants.

companies, and non-profit organizations join together to expand access to high-quality learning opportunities students can access "anytime, anywhere."

"All Americans deserve access to educational opportunities that will help them get ahead. We must make it possible for adults to learn at a time, pace, and location that works around the constraints of their daily lives," said Vice President Al Gore. "At a time when what you earn depends on what you learn, we need to promote innovative ways of educating Americans so that they can compete for the high-wage, high-skill jobs that our economy is creating in record numbers."

Star Schools: The U.S. Department of Education's Learning Technologies Division awards grants to telecommunications partnerships to operate Star Schools projects that deliver distance education courses and services. Partnerships include local school districts, state departments of education, public broadcasting entities and other public and private organizations.

This page last modified April 30, 2001 (bay).

Background:

The 2000 Conference on Educational Technology, *Measuring the Impacts and Shaping the Future*, focused on the effective use of technology in schools by examining the following issues:

- What value-added does technology bring to schools?
- What does it "take" at the system level to enable learners, teachers, administrators and communities to use technology effectively?
- What assessment strategies and designs are currently being used to capture the value-added technology brings to schools?
- How do schools need to evolve in order to become a high-tech, high-performance enterprise that builds the capacity of learners, teachers, administrators and community members to use these emerging technologies wisely and effectively?

Evaluation & Assessment Resources:

- Evaluation Tools
- Demonstration Projects
- Spotlight Schools
- Evaluation Projects
- The Planning and Evaluation Service (PES) at the U.S. Department of

Evaluation & Assessment Headlines...

Overview of U.S. Department of Education Educational Technology Evaluation Activities (12/00)

The Integrated Studies of Educational Technology (ISET) covers the perspectives of states, districts, schools and teachers on educational technology in the nation's schools. ISET will enable the U.S. Department of Education to provide policymakers and program managers with the information needed to inform future decision-making about federal investments in educational technology.

Video-on-Demand for the 2000 Conference on Educational Technology.

The Secretary's Conference on Educational Technology Online Resources:

Conference White Papers:

- Measuring the Impacts and Shaping the Future (2000)
- Evaluating the Effectiveness of Technology (1999)
- The Future of Networking Technologies for Learning (1995)

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Education evaluates the effectiveness of federal educational technology programs. Resources related to evaluation activity include descriptions of current evaluation activities and links to final reports.

- Educational Technology Expert Panel: Established to identify and recommend to the Secretary of Education promising and exemplary programs in the area of educational technology.

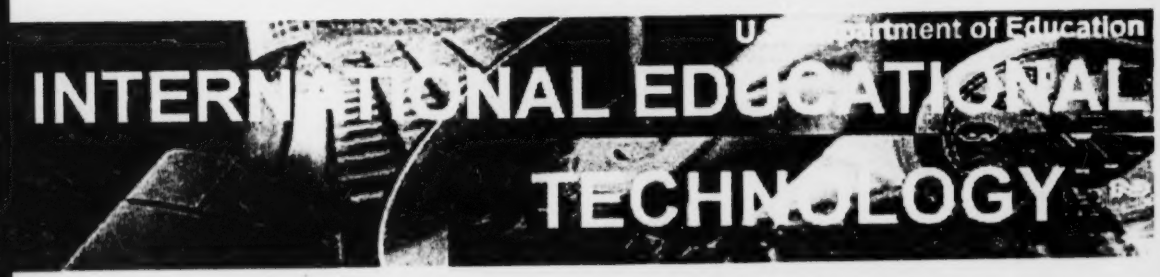
Presentations from Key Speakers:

- Measuring the Impacts and Shaping the Future (2000)

Ongoing Projects:

- Mantua Elementary - "A Basic School Powered by Technology"

This page last modified April 30,2001 (bay).



International Educational Technology Facts

- Nearly every visiting education minister who has come to speak with the Secretary has engaged in a discussion about the uses of educational technology in their schools.
- At the G8 education summit in Cologne last year and, in preparation for the G8 Summit this year in Okinawa (Secretary attended Education Ministers planning meeting in Tokyo, April 2000), educational technology has become a leading topic for discussion.
- In the issue paper for the 2000 G8 summit, the Secretary addressed "concrete" issues around life long learning and distance education, as well as innovations in education and Information and Communication Technology (ICT)
- At the APEC (Asia-Pacific Economic Cooperation) conference in Singapore (April 2000), the Secretary also addressed the theme of the "Use of Information Technology in a Learning Society."
- The Department is actively supporting international comparative research activities through the Organization for Economic Cooperation and Development (OECD) and the International Association for the Evaluation of Educational Achievement.

International Headlines...

The **Teacher's Guide to International Collaboration on the Internet** was launched in commemoration of International Education Week, November 13-17, 2000. As an online resource, it is intended to help teachers and their students "reach out" globally through the Internet. The guide contains a variety of online resources organized by subject areas and tools that will help teachers get started or expand ongoing international collaborative activities.

November 13-17, 2000 was designated as International Education Week. U.S. Secretary of Education Richard W. Riley wrote to all Ambassadors to the United States asking them to participate in the Classroom-to-Classroom Diplomacy Program by visiting an American school during that week. Under Secretary of State for Public Diplomacy and Public Affairs Evelyn S. Lieberman sent a cable to all U.S. Ambassadors abroad asking them to visit an appropriate educational institution in their respective countries. Additional materials and information may be found in the International Education Week Information Kit.

The Office of International Affairs (IA) coordinates the Department of Education's international efforts and advises the Secretary, Deputy Secretary, and other U.S. Department of Education officials on

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Recent Major Department Involvement on Technology Internationally

Summit of the Americas: The leaders of the hemisphere have agreed to work together to propel their educational systems into the Information Age. As part of the Summit's Inter American Program for Education (V. Lines of Action), the leaders have agreed to work to expand access to computer and telecommunications resources for learning for all students.

U.S. - Japan Common Agenda - Fulbright Memorial Fund Master Teacher Program: Fully funded by the Government of Japan, this project combines teacher exchanges with technology-mediated collaborative education for purposes of promoting collaborative learning activities for students and teachers in both countries through online communications, and the use of distance learning and multi-media technologies to coordinate student activities focused on exploring the theme of the environment.

U.S. - Brazil Education Partnership: LTNet strives to provide Brazilian and U.S. Educators, public sector professionals, researchers, and business people with convenient access to quality information on different aspects of educational technologies. It also seeks to provide an effective means for professionals working with educational technologies to meet, share experiences and collaborate via the Internet.

U.S. - Mexico BiNational Agreement: One product of this agreement has been the translation assistance provided by Mexico's Secretariat of Public Education. As a result of the 1998 meeting of the BiNational Commission, Mexican officials agreed to translate the U.S. Department of Education's "Parents Guide to the Internet."

Second Asia Pacific Economic international matters that may affect U.S. education and/or Department policy.

Strengthening Learning Through Technology - Collaboration Beyond Borders: This international conference provided a forum to promote discussion on the technological, legal and cultural aspects of global connections and distance learning and to share ideas on how to best apply technology to global learning. Key speakers included Jacques Hallak, Assistant Director for Education at UNESCO, Peter Materu, Director of the African Virtual University for the World Bank, and Jan Olaf Willums, President.of the Foundation for Business and Sustainable Development.

Memorandum on International Education Policy: The State Department and the Department of Education are working in partnership to implement this policy and prepare American citizens for a global environment while continuing to attract and educate future leaders from abroad.

Teachers Discuss is a place where policymakers and others can see teachers' views on key issues and where teachers can get information from other teachers to lead change in their own schools and communities. To view or participate in a discussion on international technology collaborations, go here.

Remarks by U.S. Secretary of Education Richard W. Riley on the "Growing Importance of International Education" on April 19, 2000.

Cooperation (APEC) Ministerial Meeting: The Ministers acknowledged that the world is now truly the global village it was once envisaged to be. Economies have become more inter-connected and interdependent, and this will continue to be more so in the future. In the new millennium, technology and information networks will continue to re-orientate how economies communicate with each other. In November 2000, the Korean Ministry of Education sponsored an International Roundtable conference in Seoul, Korea at which APEC ministry representatives discussed proposals to meet the challenge of "Cyber Education for All: Challenges and Responses of Lifelong Learning Society." These discussions included plans for an APEC Cyber Education Network and an APEC Youth Internet Volunteer program.

U.S.- Ireland Joint Statement
The U.S. and Ireland have agreed to explore collaborative efforts regarding the effective use of technology resources to improve learning in schools and other settings. The Irish National Centre for Technology in Education can be found at http://www.ncte.ie/.

This page last modified April 30, 2001 (bay).

The COPA Commission, a congressionally appointed panel, was mandated by the Child Online Protection Act, which was approved by Congress in October 1998. The primary purpose of the Commission is to "identify technological or other methods that will help reduce access by minors to material that is harmful to minors on the Internet." The Commission released its final report to Congress on Friday, October 20, 2000.

National Academy of Sciences Study: The U.S. Department of Education and the U.S. Department of Justice are jointly funding a study by the National Academy of Sciences to examine technological and non-technological approaches to protecting children from inappropriate material on the Internet.

On August 5, 1999, President Clinton issued Executive Order 13133, which established a Working Group to analyze the existence of unlawful conduct on the Internet and to prepare and report recommendations based on its findings. This report, "The Electronic Frontier: the Challenge of Unlawful Conduct Involving the Use of the Internet", is now available online.

The U.S. Department of Justice Internet Do's and Don'ts provides a children's game to determine good Netizenship, the Rules of the Road and the implications of hacking.

Parents Guide to the Internet, U.S. Department of Education The Guide provides the information for parents to assist with their your child's safe and effective exploration of the vast resources on the Internet.

ParenTech: ParenTech is a unique technology education partnership between the U.S. Department of Education's North Central Regional Education Lab and Ameritech that provides families and educators of middle school kids (grades 6-8) with free resources.

GetNetWise: The challenge for parents is to educate themselves and their children about how to use the Internet safely.

CyberAngels: They share their resources, such as cyberstalking help line and Cybermoms approved safe site list with concerned parents and netizens all around the world.

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